BIBLIOGRAPHY OF EDUCATION.

HINTS

TOWARD A SELECT AND DESCRIPTIVE

BIBLIOGRAPHY OF EDUCATION.

ARRANGED BY TOPICS, AND INDEXED BY AUTHORS.

BY

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AND

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PREFACE.

WHATEVER value this little handbook may have for those who use it will depend largely on their bearing constantly in mind that it is not put forth as a finished bibliography, but only the first beginnings of such an one as should be, and on their knowing beforehand in what parts and in what degree it is incomplete. First, many of the titles, being based on reading-notes made in foreign libraries, with no thought of such use as this, and from books not now in any of the half-dozen largest libraries in this country, are incomplete in form, or the edition, author's initials, or pages, etc., are lacking. Such, and other inaccuracies from other causes, have crept in despite the diligence of the assistant editor having this part of the work mainly in charge, and, with the facilities within reach, could not be remedied before another edition. Secondly, the grouping of the material is necessarily often arbitrary and provisional. To those who still hold that pedagogy is a finished system, the purely external arrangement of topics here adopted will be unsatisfactory. This bibliography was, however, primarily designed as a set of topical reference-lists, to be given out in connection with the writer's two-years' course of lectures on education, to post-graduate and special students at the Johns Hopkins University, and follows in the main its order of topics, and, indeed, may now be of chief use to such students. But I believe that partly by some such grouping, and by the system of cross-refer-

ences, to be facilitated by numbering each book under each head (and indeed here begun, but made largely impossible by the necessity of electrotyping each score or two of pages to free type for the rest), and partly by the slowly unfolding systematic character of psychology and ethics, on which all educational systems rest, all the cohesion there is between the vast departments of thought included under the term education can be sufficiently brought out. Thirdly, good books have no doubt been omitted, and perhaps bad ones included. With so little hitherto attempted in this field to guide us, this is certainly to be expected. Our work has been to a large extent a fight against the hack writers who have so abounded and have so discredited educational literature in every language, not least in English. We have admitted no title merely to give it the benefit of a doubt, but have gone on the principle of requiring some positive reason for admitting every book with which the editors were not already acquainted at first hand. Lastly, some sections are more incomplete than others, especially the sections on the history of education in America, religious, moral, and æsthetic education.

In all these respects except the first, the undersigned is mainly responsible, and, in a word, in grouping, on which little stress is laid, — and in the exclusions and inclusions, and especially in the remarks often appended, the work is of course in a sense personal. As a report of progress in the effort to work out an educational course adapted to the needs of an American university so largely engaged in preparing young men for the work of higher and special instruction, it is, in the phrase of an educational leader to whom the writer has been chiefly indebted, only a foot-path roughly blazed, and by no means a finished highway, though the latter may eventually follow about this course. For these reasons, although several buying-lists have been made from

these titles, librarians who have limited means at their disposal are not advised to purchase indiscriminately from all these pages in their present form.

The amount of general educational literature now published is very great. In Germany, during the few years that have elapsed since the repeal of the law controlling the introduction of text-books, their number has greatly increased. A trade catalogue for 1884 enumerates about two thousand books and pamphlets, including new editions, which appeared in the German language during that year. More than three-fourths of these were text-books, and the rest more general pedagogic treatises. One hundred and fifty-seven periodicals, devoted exclusively to education, were published in that language last year. A Berlin firm, in a letter now before me, offers to supply six hundred and eighty-four thousand school reports, of the trade in which it makes a specialty, all for less than sixty thousand dollars, and states that the British Museum has laid in as complete sets of these as could be had since 1863, now some fifty thousand in number. Our own National Bureau of Education has now not far from sixty thousand titles of books and pamphlets and more important magazine articles, mainly pedagogical in character, in its unprinted drawer catalogue, which have accumulated since its establishment, mainly by exchange and gifts, etc., with little effort or funds for systematic purchase. Mr. Bardeen of Syracuse printed some years ago a list of between sixty and seventy American periodicals devoted exclusively to education, and a reliable editor informs me he has enumerated over three hundred American periodicals of this class (of course not including Sunday-school publications or college journals). There are about one hundred and seventy-five publishing houses in the United States which issue educational works, some of their text-books for lower grades of schools quietly reaching an enormous sale. Many

of the educational journals are published by or are under the control of these firms, many if not most of which also have, or are ambitious to have, a full and complete set of text-books on all the chief school branches, — the number of which is still increasing, — as well as courses of pedagogic reading for teachers, all their own. In France, England, and Italy this activity is somewhat less, but is now rapidly growing.

That all this will result in good there can be little doubt, although the motives to produce the best in quality are at present poorly rewarded, and the quantity of material prolongs the slow but inevitable selective processes. All these fields of literature must be at least sampled, and used for special illustration of methods or as sources of information, in a perfect bibliography. But in the field of more strictly pedagogic literature, which is relatively limited, the material is yet far too great to be mastered in a lifetime of the most diligent reading, and the reading time of most teachers is quite limited. Hence they cannot be too select in their choice of books. They must assiduously cultivate the robust moral power of ignoring the great mass of petty, under-vitalized and worthless reading-matter that is printed for them, which makes real knowledge impossible, and resolve — to adapt a well-known phrase — that the things they read shall be things worth reading.

The habit of reading what is beneath one's own level, whether fostered by ennui, idle curiosity, antiquarian interest, a sense of duty, or, worst of all, by a false sense of the authority of things printed, is so belittleing, and the exact inverse of educational, that one would hardly expect educators to be so prone to it. Teachers who will maintain a proper degree of intellectual self-respect, and be as select in their reading as we should all be in the society we keep, who will vigorously reject the second best, — to say nothing

of the tenth or twentieth best, — may, I believe, in the time at their disposal, and now squandered on print unworthy of them, reasonably hope to master most of the best, at least, if they confine themselves to one language or one department.

To do this, however, not only is some hardihood of self-denial, but also some knowledge of the good and evil in pedagogic print, needed, and just this is what American teachers are at present seeking in more ways, I believe, than ever before. In seeking the best there is much to mislead and little to guide teachers.

In the general reading of every teacher, of whatever grade, should be included some work on the history of education, and some psychological and some hygienic literature. Every teacher should also select some department or topic, connected in many cases probably with the teaching they prefer, about which the reading should centre. In this field they would in time come to know the best that had been done or said, and themselves become more or less an authoritative centre of information for others about them, and could make contributions that would render many their debtors, not only by positive additions to their knowledge, but in guiding their reading, which is one of the greatest aids one person can render another. As teachers thus gradually become specialists in some such limited sense, their influence will do more than has yet been accomplished to realize the ideal of making their work professional in a way in some degree worthy that high term, and they will be able gradually to effect a greatly needed reform in the present character of text-books, and all who would lead in public school education will slowly come to see the need of thorough and extended professional study. The field of education has now become so vast that the general reader who attempts to master all the departments alike is almost sure to make shipwreck, no matter how brilliant his talent or how

great his industry; while almost any teacher who sufficiently limits his or her work may hope to render real service to the cause, even with limited time and straitened opportunities. The interest in educational problems and educational reading is now perhaps deeper and more general in this country than ever before, and there are nowhere as yet any signs of abatement. It has never been so necessary to read and think diligently to keep from falling behind in the race, while on the other hand the rewards for the professional study of education have never been so sure and substantial. I believe that there should and will soon be a well-equipped educational library in every large centre, accessible to teachers, that every teacher will own and know a few choice and well-selected educational books, and that all who have to do with education will realize the incalculable advantage which can now be derived from its serious, prolonged, and professional study.

In no less than ten of these sixty sections I have been aided by the following friends and colleagues, who have given attention to the educational aspects of their special departments.

Mr. Cyrus Adler, of this university, Fellow of Shemetic Languages, has furnished many of the references in III.

Mr. Arthur L. Frothingham, Fellow by Courtesy in Archæology and just appointed Professor at Princeton, furnished the references in VI.

Mr. Frank A. Christie, Fellow in Greek, is the sole editor of VIII. I., on standard educational writers in antiquity.

Mr. Charles L. Woodworth, instructor in elocution, has furnished most of the titles in XXIII.

Professor H. B. Adams contributes three-fourths or more of the material of XXVIII.

Professor A. Marshall Elliott contributes most of the titles in XXIX.

Mr. Geo. P. Coler, who has studied technological education in this country and Europe, has contributed much material to XXXII.

Dr. E. M. Hartwell, the head of the athletic-hygienic department of this university, has revised and largely contributed to XLVI. and XLVII.

Dr. M. Anagnos, of the Perkins Institute, has aided materially in LIV.

Miss Sara E. Wiltse has made the author's index.

I am also indebted to the Bureau of Education for contributions made by Mr. Gardner, and for the free use of all its literature; to the authorities of the libraries of the Peabody Institute of Baltimore; of Harvard University; the Boston Public Library; to the lists of Mr. C. W. Bardeen of Syracuse; to the Bulletin of the Marmonides Library, N.Y.; and to the Reading Notes on Education in the Bulletin of the Mercantile Library of Philadelphia. Mr. Edmund C. Sanford, Mr. E. P. Allen, and Mr. Albert H. Smith, graduate students here, have kindly looked over much of the proof, and many others have otherwise aided in the preparation of these titles.

G. STANLEY HALL.

JOHNS HOPKINS UNIVERSITY, August, 1886.

INDEX OF SUBJECTS.

PEDAGOGICAL LITERATURE.

I.

PEDAGOGICAL ENCYCLOPÆDIAS.

a. Systematic.

1. **Schott, G. E.** Handbuch der paedagogischen literatur der gegenwart. 3 parts. 8vo. Leipzig, 1869–73.

2. **Stoy, K. V.** Encyklopädie, Methodologie und Literatur der Pädagogik. 2 Aufl. pp. 478. Leipzig, 1878.

   Entirely Herbartian; much suggestive reading, but too limited literary references.

3. **Vogel, A.** Systematische Encyklopädie der Pädagogik. pp. 238. Bernburg, 1881.

   The best general conspectus of each department of technical pedagogy, with copious literature, but very restricted in its range both as regards topics and literature. Its discriminations of authorities few and often unreliable. The author is instructor in a Berlin gymnasium and a writer on philosophic subjects.

4. **Wittstock, A.** Grundriss einer Encyclopädie der Pädagogik. pp. 134. Heidelberg, 1865.

   Superficial; of value only for its bibliography of several hundred titles.

b. Alphabetic.

✓ 1. **Buission, F.** Dictionnaire de pédagogie et d'instruction primaire. Paris, 1882.

   The best in French. French material is especially well worked up and full; probably to fill some 3,000 or more pages when complete.

2. **Hergang, K. G.** Pädagogische Real-Encyklopädie. 2 Aufl. Grimma and Leipzig, 1851.

3. **Kiddle, H.**, and **Schem, A. Y.** Cyclopædia of Education. pp. 858. New York, 1877.

The first and only work of its kind in English; prepared by a large and able corps of contributors, and devoted mainly to English and especially American educational matter, but too restricted in both its scale and its plan. Most reliable in the statistical part by Schem. Kiddle was formerly superintendent of the public schools of New York City.

4. **Lindner, G. A.** Encyklopädisches Handbuch der Erziehungskunde mit besonderer Berücksichtigung des Volksschulwesens. pp. 1039. Wien und Leipzig, 1884.

One hundred illustrations, and literature up to date on each main topic; by far the best alphabetic encyclopædia in one volume, although one seeks in vain for many leading topics. The author, after holding positions in gymnasium and normal schools, is now professor of philosophy and pedagogy in the University of Prague.

5. **Münch, M. C.** Universal Lexicon der Erziehungs- und Unterrichtslehre. 3 Aufl. pp. 839. Augsburg, 1858–60.

6. **Raymond, D.** Dictionnaire d'éducation publique et privée. pp. 1711. Tome 34 of the Nouvelle Encyclopédie Théologique. Paris, 1865.

Especially good for Catholic schools and systems.

7. **Sander, F.** Lexikon der Pädagogik. pp. 540. Leipzig, 1883.

A pocket handbook for teachers, with 16 double-column pages of select literature at the end. The author is a superintendent of instruction in Breslau.

✓ 8. **Schmidt, K. A.** Encyklopädie des gesammten Erziehungs- und Unterrichtswesens, bearbeitet von einer Anzahl Schulmänner und Gelehrten.

The first edition of this comprehensive work of eleven large volumes was published between 1859 and 1876. In 1875 a still fuller and revised edition was begun and has now reached seven volumes (1886). This is the standard and fullest of German educational encyclopædias; comprises in the first edition eleven large volumes. Its fault is diffuseness.

9. **Wörle, I. G. C.** Encyklopädisch-pädagogisches Lexikon. Heilbronn, 1835.

Historically valuable.

II.

GENERAL OR UNIVERSAL HISTORIES OF PEDAGOGY.

1. **Anon.** History of Pedagogy. Cincinnati.

2. **Böhm, I.** Geschichte der Pädagogik mit Charakterbildern hervorragender Pädagogen und Zeiten. pp. 310. Nürnberg, 1878.

3. **Browning, O.** An Introduction to the History of Educational Theories. pp. 199. An English book republished in New York, 1882.

From the Greeks to Kant, Fichte, and Herbart, and the English public school. Only a primer.

4. **Bruckbach, G.** Wegweiser durch die Geschichte der Pädagogik. pp. 149. Leipzig, 1869.

A tiny pocket-book for normal pupils.

5. **Compayré, G.** The History of Pedagogy. Translated by W. H. Paine. pp. 592. Boston, 1886.

The best and most comprehensive universal history of education in English, with a few valuable notes by the translator. The author is a teacher in the Normal College, Paris. The translator is professor of pedagogy in the University of Michigan.

6. **Dittes, F.** Geschichte der Erziehung und des Unterrichtes. pp. 247. Leipzig, 1873.

A good general conspectus. The author has had a long and varied experience as head of several of the best known normal institutions of Germany.

7. **Hailmann, W. N.** Twelve Lectures on the History of Pedagogy. pp. 180. Cincinnati.

8. **Heindl, I. B.** Biographieen der berühmtesten und verdienstvollsten Pädagogen und Schulmänner aus der Vergangenheit. pp. 510. Augsburg, 1860.

A page or two each to several hundred names mostly German.

9. **Herold, J.** Zeit-Tafel zur Geschichte der Pädagogik. pp. 48. Breslau, 1878.

A tiny pocket chart convenient for normal pupils.

10. **Niedergesäss, R.** Geschichte der Pädagogik. pp. 222. Wien, 1880.

11. **Paros, J.** Histoire universelle de la pédagogie. pp. 536. Paris, 1883.

A valuable and condensed treatise, with details about organizations and opinions in different lands, for modern times, by nations; by a Swiss normal master. A French rival of II. 5 above.

12. **Philobiblius** (pseudon.). History of Education. pp. 310. New York, 1859.

Best in the middle age period. In modern times includes all lands, but very superficially.

13. **Schmidt, K.** Geschichte der Pädagogik. Enlarged edition by W. Lange. Köthen, 1876.

Vol. I. Die Geschichte der Pädagogik in der vorchristlichen Zeit. pp. 525.
" II. Die Geschichte der Pädagogik von Christus bis zur Reformation. pp. 494.
" III. Von Luther zu Pestalozzi. pp. 830.
" IV. Von Pestalozzi zur Gegenwart. pp. 1,141.

Long a standard history, but now superseded at most points; devoted almost entirely to the lower grades of education; still valuable but often incorrect, and exceedingly diffuse.

14. **Schmid, K. A.** Geschichte der Erziehung von Anfang an bis auf Unsere Zeit. Bd. I. Ante-Christian period. Stuttgart, 1884.

The first volume only has appeared; but it is of much value and interest, and contains valuable literary references.

15. **Schumann, I. C. G.** Leitfaden der Pädagogik. II. Theil. Geschichte der Pädagogik. pp. 275. Hannover, 1881.

One of the best specimens of many normal school compends, by a school director of Triest.

16. **Sladeczek, A.** Geschichte der Pädagogik in ihrer Bedeutung für Lehrerbildung. pp. 32. Keuthen, 1875.

17. **Vogel, A.** Geschichte der Pädagogik als Wissenschaft. pp. 410. Gütersloh, 1877.

From oriental times to the present; history of the attempts to treat educational topics philosophically. The same author as I. *a.* 3.

18. **Willmann, O.** Didaktik als Bildungslehre nach ihren Beziehungen zur Socialforschung und zur Geschichte der Bildung. pp. 421. Braunschweig, 1882.

Volume I. Introduction. Historical types of culture as represented by leading philosophers from Plato to Hegel. Good. The author is professor of pedagogy.

III.

HISTORY OF EDUCATION AMONG THE ANCIENT HEBREWS.

1. **Duschak, M.** Schulgesetzgebung bei den alten Israeliten. Wien, 1872.

2. **Beer, Peter.** Skizze einer Geschichte der Erziehung und des Underrichts bei den Israeliten, von der frühesten zeit bis auf der Gegenwart. Prag, 1832.

3. **Edersheim, A.** Sketches of Jewish Social Life in the Days of Christ. pp. 338. London, 1876.

   Contains educational matter.

4. **Henne-Am Rhyn, O.** Kulturgeschichte des Judentums von den ältesten Zeiten bis zur Gegenwart. pp. 527. Jena, 1880.

5. **Klein, K.** Israelitische Schulbibliothek. 2 Bde. Mainz, 1858–9.

✓ 6. **Marcus, J.** Die Pädagogik des israelitischen Volkes. pp. 55. Vienna, 1877.

   Good.

7. **Maybaum, S.** Die Entwickelung des israelitischen Prophetenthums. Berlin, 1883.

✓ 8. **Noah, J. J.** Hebrew Education, in the Report of the Commission of Education. 1870. pp. 359–70.

9. **Simon, J.** L'éducation et l'instruction des enfants chez les anciens Juifs. pp. 63. Paris, 1879.

10. **Spiers, B.** The School System of the Talmud. pp. 48. London, 1882.

✓ 11. **Strassburger, B.** Geschichte der Erziehung und Unterrichts bei den Israeliten von der vortalmudischen Zeit bis auf die Gegenwart. Stuttgart, 1885.

12. **Sulzbach.** Grundzüge zu einer Schulpaedagogik des Talmuds. Frankfurt, 1863.

Most of these works on this topic are very small and inadequate. A good book, compiling the latest results of modern scholarship on the ancient Hebrew educational conceptions of, *e.g.*, priesthood, prophets, and oracle, is a great educational need. See, however, on this topic C. E. Wines, Commentaries on the laws of the Ancient Hebrews. N.Y. 1853. pp. 870; W. K. Smith, the Old Testament in the Jewish Church. Edinburg, 1881; Stanley, Lectures on the History of the Jewish Church. N.Y. 1873; Reville, Prolegomena of the History of Religion. London, 1884; Fenton, Early Hebrew Life. London, 1880; Kuenen's Religion of Israel. 3 vols.; Ewald's Commentary on the Prophets. 5 vols. See also the works of Zunz, Jost, Sachs, Geiger, Graetz, Derembourg, and Karpeles. These all contain more or less educational matter.

IV.

HISTORY OF EDUCATION IN CHINA.

1. **Bazin.** Sur l'organisation interieure des écoles chinoises. Journ. Asiat. Paris, 1839. pp. 32–80.

2. **Biot, E.** Essai sur l'histoire de l'instruction publique en Chine. Paris, 1845.

3. **Hager, J.** An Explanation of the Elementary Characters of the Chinese. pp. 43. London, 1801.

Contains many educational allusions.

4. **Martin, W. A. P.** The Chinese, their Education, Philosophy, and Letters. pp. 319. New York, 1881.

An excellent and interesting treatise, largely at first hand. The author has resided many years in China.

Educational matter is also found in J. H. Gray's China. Two vols. London, 1878. S. W. Williams' Middle Kingdoms (N.Y. 1851) also has a chapter on education. See also S. Legge's Religions of China, Johnson's Chinese Religion, Taylor's China's Millions. London, 1880. This topic has lately attracted much interest among educators, and what is known of the Chinese system is full of suggestiveness to modern occidental schoolmen.

V.

HISTORY OF EDUCATION IN GREECE AND ROME.

1. **Becker, W. A.** Charicles; or, Illustrations of the Private Life of the Ancient Greeks. pp. 512. London, 1866.

   Contains sections entitled: "Friends of Youth"; "Ancestral Abode"; "Habits of Youth, Gymnasia"; "Banquet"; "Wedding Day"; etc. See also "Gallus," by the same author, which contains educational matter about Rome.

2. **Capes, W. W.** University Life in Ancient Athens. pp. 171. New York, 1877.

   An English book in the same series as II. 3.

3. **Cramer, F.** Geschichte der Erziehung und Unterrichts im Alterthum. 2 vols. Elberfeld, 1832.

   An old standard work.

4. **Göll, H.** Kulturbilder aus Hellas und Rom. pp. I. 411, II. 434. Leipzig, 1878.

   Part II. Professoren u. Studenten der römischen Kaiserzeit and other valuable matters.

5. **Grasberger, L.** Erziehung u. Unterrichts im klassischen Alterthum. Würzburg:

   Bd. I. Die Leibliche Erziehung. pp. 414. 1867.
   " II. Der Musikalische Unterricht. pp. 422. 1875.
   " III. Die Epheben Bildung. pp. 642. 1881.

   The best and fullest educational history of Greece and Rome, from original sources, which are worked over with copious details and in a philosophic spirit. The author is a professor at Würzburg.

6. **Jäger, O. H.** Die Gymnastik der Hellenen. pp. 336. Stuttgart, 1881.

   A book of exceeding earnestness and insight. The author is one of the most cultivated and enthusiastic teachers of athletics in Germany.

7. **Kapp.** Aristotle's Staats-Pädagogik. See also his Platon's Erziehungslehre.

8. **Kingsley, Charles.** Alexandria and her Schools. See also his Historical Lectures and Essays. pp. 132. London, 1880.

9. **Krause, C. J. H.** Geschichte der Erziehung bei den Griechen Etruskern und Römern. pp. 436. Halle, 1851.

An old standard.

10. **Mahaffy, J. P.** Old Greek Education. pp. 161. London, 1881.

Follows order of pupil's age, and based partly on Grasberger. The author is professor of Trinity College, Dublin.

11. **Nettleship, R. S.** Theory of Education in the Republic of Plato.

In E. Abbott's Hellenica, 1880. Good.

12. **Schmid, K. A.** Geschichte der Erziehung vom Anfang an bis auf unsere Zeit. Bd. I., pp. 333. Stuttgart, 1884.

Vol. I. includes the nations of antiquity. The entire work when complete is to comprise four volumes. The same as II. 13.

13. **Stein, Lorenz.** Erziehung im Alterthum. Part 5. Erste Abtheilung seiner Junerer Verwaltung. 1883.

The author is an eminent professor of the science of political administration in the University of Vienna. Especially valuable as from a modern statesman's standpoint.

14. **Ussing, J. L.** Erziehung- und Unterrichtswesen bei den Griechen und den Römern. pp. 166. Altona, 1870.

A scholarly and concisely written sketch.

15. **Wilkins, A. S.** National Education in Greece in the Fourth Century B.C. pp. 167. London, 1873.

The author is professor of Latin in Owen's College. Excellent; especially convenient as a brief presentation of the educational ideas of Plato and Aristotle.

For Greece and Rome see also all the works under II., especially 12, Vol. I.; also 16 and 17. See also L. Schmidt's Die Ethik der Alten Griechen, and in L. Friedlaender's Sittengeschichte Roms; two comprehensive standard works which shed many side lights upon moral education, from a broad anthropological standpoint. See also Histories of Greek and Roman psychology, of which a bibliography is forthcoming; Hermann's Culturgeschichte der Griechen u. Römer; Packard's Studies in Greek Thought—I. Religion and Morality among the Greeks; II. Plato's System of Education.

VI.

HISTORY OF EDUCATION AMONG THE ARABS.

1. **Haneberg, D.** Abhandlung ueber das Schul- und Lehrwesen der Muhamedaner im Mittelalter. pp. 40. München, 1850.

   Probably the best brief monograph on the topic.

2. **Pischon, C. N.** Der Einfluss des Islam auf das häusliche, sociale und politische Leben seiner Bekenner. pp. 162. Leipzig, 1881.

   One chapter on education.

3. **Vambéry, H.** Der Islam im Neunzehnten Jahrhundert. pp. 321. Leipzig, 1875.

   Including chapters on culture and school, etc.

4. **Veth, P. J.** Dissertatio de Institutis Arabum Erudiendae Juventuti et Literis Promovendis inservientibus. pp. 51. Amsterdami, 1843.

5. **Wüstenfeld, F.** Die Academien der Araber und ihre Lehrer. pp. viii + 136. Göttingen, 1837.

   This seems to be the only authority used by Schmidt in his extensive history of education, and is quite erroneous and defective. See also general histories of education. The contributions of the Arabs to modern educational systems and apparatus is an important topic on which no adequate single treatise exists.

VII.

HISTORY OF EDUCATION IN CHRISTIAN COUNTRIES.

a. In English.

1. **Adams, F.** History of the Elementary School Contest in England. pp. 349. London, 1882.

2. **Döllinger, J. J. J.** Universities, Past and Present. Barnard's Am. Journ. of Ed. 20 : 737. Hartford, 1875.

   Originally a lecture by the author of the new Catholic movement, expanded, translated here from the German, often quoted.

3. **Donaldson, J.** Lectures on the History of Education in Prussia and England. pp. 185. Edinburgh, 1874.

4. **Drane, A. T.** Christian Schools and Scholars; or, Sketches of Education from the Christian Era to the Council of Trent. 2d edition. pp. 738. London, 1881.

   A very valuable study from original Latin sources by a Catholic lady, well written and interesting.

5. **Furnivall, F. J.** Education in Early England. London, 1867.

   The author is well known for his work on members of the early English tract society.

6. **Gill, J.** Systems of Education. pp. 312. London, 1876.

   Only English systems, from Roger Ascham to Horace Grant. A convenient pocket history. London, 1876. Republished in Boston, 1886. The author is professor of education in the Normal College of Cheltenham, and has written other educational works.

7. **Huber, V. A.** The English Universities. 3 vols. London, 1843.
   Vol. I. From the 12th century to the death of Elizabeth.
   Vol. II. To the present time [1843].
   Vol. III. is mainly devoted, as is Vol. II. in part, to the constitution of the universities and to student life.

   A standard work, with many fine plates. Translated from the German by F. W. Newman.

8. **Leitch.** Practical Educationists and their Systems of Teaching. pp. 302. Glasgow, 1876.

Locke, Pestalozzi, Bell, Lancaster, Wilderspen, Stowe, H. Spencer.

9. **Mullinger, J. B.** The Schools of Charles the Great and the Restoration of Education in the Ninth Century. pp. 193. London, 1877.

The result of much independent research. A Kaye prize essay.

10. **Quick, R. H.** Essays on Educational Reformers. pp. 331. Cincinnati, 1874.

Special chapters on schools of the Jesuits, Ascham, Montaigne, Katich, Mellin, Comenius, Locke, Rousseau, Basedow, Pestalozzi, Jacobis, and H. Spencer. The author is an experienced teacher.

11. **Wordsworth, C.** Scholae academicae: Some account of the studies at the English Universities in the Eighteenth Century. pp. 435. Cambridge, 1877.

A valuable historical study. See also J. L. Symond's Renaissance in Italy. 1875–81. 5 v.; which comprehensive work contains much educational material *passim.*

b. In German.

1. **Ballien, T.** Abriss der Geschichte der deutschen Pädagogik. pp. 334. Stuttgart, 1872.

2. **Cramer, F.** Geschichte der Erziehung und des Unterrichts in den Niederlanden während des Mittelalters. pp. 338. Stralsund, 1843.

3. **Denifle, H.** Die Universitäten des Mittelalters bis 1400. Erster Band. Die Entstehung der Universitäten des Mittelalters. pp. 815. Berlin, 1885.

This volume is devoted only to the *external* history of the universities of the period, and is to some extent controversial against Meiners, Savigny, Raumer, and Kaemmel. The next is to be devoted to internal history. The author is a brilliant young Catholic priest, and represents the new romantic ideals. He has unusual facilities for research at Rome as a papal archivist.

4. **Gräfe, H.** Deutsche Volksschule oder die Bürger- und Landschule nach der Gesammtheit ihrer Verhältnisse nebst einer Geschichte der Volksschule von J. C. G. Schumann. 3 vols. pp. 419, 498, 564. Jena, 1877–9.

Very comprehensive.

5. **Heppe, H.** Geschichte des deutschen Volksschulwesens. 5 vols. Gotha, 1858–60.

Tracing the history in departments and by territories from the Reformation.

6. **Heppe, H.** Das Schulwesen des Mittelalters und dessen Reform im sechszehnten Jahrhundert. pp. 64. Marburg, 1860.

Good.

7. **Just, K. S.** Zur Pädagogik des Mittelalters. pp. 48. Vol. I. Päd. Studien, von W. Rein, Wien and Leipzig, 1876.

8. **Kaemmel, H. J.** Geschichte des deutschen Schulwesens im Uebergange vom Mittelalter zur Neuzeit. pp. 444. Leipzig, 1882.

Best on the rise and educational development of Humanism. Published posthumously. An extreme representative of the view that all educational progress is measured by revolt from the influences of the Catholic Church.

9. **Kehr, C.** Geschichte der Methodik des deutschen Volksschulunterrichtes. Unter Mitwirkung einer Anzahl Schulmänner. 2 Bd. pp. 511, 519. Gotha, 1877–9.

Includes history of methods of teaching religion, geography, history, natural and physical science, arithmetic and geometry, writing, drawing, music, reading, object lessons. A work of great erudition, by an experienced normal school principal. See special cards under these topics.

10. **Koch, J. F. W.** Preussiche Universitäten, Berlin, 1840.

Two large volumes of orders, laws, and decrees, historically arranged.

11. **Köener, Fr.** Geschichte der Pädagogik. 2d edition. Leipzig, 1857.

12. **Löschke, K. J.** Die religiöse Bildung der Jugend und der sittliche Zustand der Schulen im 16. Jahrhundert. Breslau, 1846.

13. **Ludwig, J. L.** Grundsätze und Lehren vor züglicher Pädagogiker von Locke bis auf die gegenwärtige Zeit, nach ihrem Wesen und Verhältnisse, zur Förderung gründlicher Kenntniss der Pädagogik. 3 vols. Baireuth, 1856.

14. **Mascher, H. A.** Das deutsche Schulwesen nach seiner historischen Entwickelung und den Forderungen der Gegenwart. pp. 188. Vol. I. Päd. Studien von W. Rein. Wien und Leipzig, 1876.

An interesting monograph.

15. **Meiners, C.** Geschichte der Entstehung und Entwickelung der hohen Schulen unseres Erdtheils. 4 vols. 1802–5. Göttingen.

An old standard history of universities and organizations for higher education, from Salerno, Bologna and Paris, down to the author's time. Worked up from original sources, but now, for the most part, superseded by other works.

16. **Meyer, J. B.** Deutsche Universitäts-Entwickelung. pp. 100. In Deutsche Zeit. u. Streit-Fragen. Berlin, 1875.

An expanded popular lecture by a professor of philosophy of Bonn University.

17. **Muther.** Aus dem Universitätem u. Gelehrtenleben im Zeitalten der Reformation. Erlangen, 1866.

18. **Passow.** L. Beiträge zur Geschichte der Deutschen Universitaten im 14. Jahrhundert. Berlin, 1836.

19. **Paulsen, F.** Die Grundung der deutschen Universitäten im Mittelalter. Sybel's Hist. Zeitschrift. Bd. 45. pp. 251–311, 385–440. 1881.

One of the best and most condensed treatises on the subject, correcting Savigney in several important respects. The author is professor of philosophy and pedagogy at the University of Berlin.

20. **Paulsen, F.** Geschichte des gelehrten Unterrichts auf den deutschen Schulen und Universitäten vom Ausgang des Mittelalters bis zur Gegenwart. Mit besonderer Rücksicht auf den klassischen Unterricht. pp. 811. Leipzig, 1885.

A very learned and important work, devoted mostly to the development of classical studies in the universities and gymnasium, but of great value as a general history of the growth of higher education in Germany. The standpoint and general conclusion is, that while from the classics most that is best in modern culture is derived, the new went out of and has gone beyond the old, and that the ancients, instead of teaching culture, have now become objects of scientific study, which must be very special, like other specialties, to reach results, and that German humanities, especially literature and idealistic philosophy, which is of indigenous origin, and not physical science, should take, or at least share in some measure, the place once occupied by the classics in educational schemes.

21. **Pfeiffer, F. W.** Die Volksschule des 19. Jahrhunderts in Biographien hervorragender Schulmänner. pp. 786. Nürnberg, 1872–4.

22. **Raumer, K. v.** Geschichte der Pädagogik vom Wiederaufblühen klassischer Studien bis auf unsere Zeit. 4 vols., last edition. Gütersloh, 1880.

Bd. I. From Dante to Bacon's death.

Bd. II. To Pestalozzi's death.

From these two volumes, selections entitled German Educational Reformers have been translated in Barnard's Journal, as well as many other chapters from other parts of the work.

Bd. III. is devoted to special topics: Latin and German language, history, and natural science, and the education of girls.

Each topic is treated historically, especially as connected with individual teachers and reformers, except the last, which is treated by subjects and ethically.

Bd. IV. is devoted to the history of the German universities.

This volume has been translated into English in Barnard's Journal of Education and published as a separate volume.

This work as a whole is a standard. The material was wrought

out from lectures in the University of Erlangen, and, though published first in 1842, was revised in a third edition before the author's death in 1865.

23. **Rönne, L. v.** Das Unterrichts-Wesen des preussischen Staates in seiner geschichtlichen Entwickelung. 2 Bd. pp. 965, 660. Berlin, 1854–5.

A detailed account of the history and modern status of educational organization in the several Prussian provinces, with literature, statistics, legal documents on the several kinds of school, from kindergarten to normal school and university, including curricula, supervision, sanitation, teacher's rights, oaths, duties, pension, furlough, school funds, endowments, courses of study, with special sections on learned academies, libraries, museums, veterinary, technological, agricultural, apothecary schools. It is a mine of information on the subject, which cannot be found elsewhere in so small compass. The author is an eminent judge of the Prussian Court of Appeals.

24. **Savigny, F. C. von.** Geschichte des römischen Rechts im Mittelalter. 6 vols. 2d edition. Heidelberg, 1834.

History of Universities in Vol. III. wrought up with great care from original sources. Translated in Barnard's Journal of Education. His conclusions concerning the relations of the mediæval universities and the Church are vigorously antagonized by Denifle, who thinks the influence of the latter closer and more beneficent.

25. **Schmid, J. A.** Niederen Schulen der Jesuiten. pp. 131. Regensburg, 1852.

26. **Specht, F. A.** Geschichte des Unterrichtswesens in Deutschland von den ältesten Zeiten bis zür Mitte des dreizehnten Jahrhunderts. pp. 411. Stuttgart, 1885.

Crowned by the historical commission of the Bavarian Academy. Of great value and interest, and written in a very graphic style, and from original sources.

27. **Strack, K.** Geschichte des deutschen Volkschulwesens. pp. 438. Gütersloh, 1872.

From the Reformation to the present. Best for its sections on individuals; *e.g.*, Stephani, Dinter, Niemeyer, Schwartz, Felbiger, Von Rochow, Dentzel, Graser, Diesterweg, and others.

28. **Strümpell.** Die Pädagogik der Philosophen *Kant, Fichte, Herbart.* pp. 208. Braunschweig, 1843.

Mainly devoted to an exposition of Herbart, of whom the author, who is one of the older professors in the Universit of Leipzig, is a devoted disciple in pedagogy as in philosophy.

29. **Theiner, A.** Geschichte der geistlichen Bildungsanstalten. pp. 505. Mainz, 1835.

From the beginning of the Christian Church to the present century. Roman Catholic. A work of considerable learning, but the material is put together in a very confusing manner, and the style exasperating.

30. **Weber, A.** Die Geschichte der Volksschulpädagogik und der Kleinkindererziehung. pp. 339. Dresden, 1877.

Begins with the advent of Christianity into Germany. Describes individual theories and methods in detail, and is especially full on Fröbel.

31. **Weicker, G.** Das Schulwesen der *Jesuiten* nach den Ordensgesetzen. pp. 288. Halle, 1863.

32. **Zirngiebl, E.** Studien ueber das Institut der Gesellschaft Jesu mit besonderer Berücksichtigung der pädagogischen Wirksamkeit dieses Ordens in Deutschland. pp. 533. Leipzig, 1870.

The educational side of the subject is quite fully and impartially treated.

c. In French.

1. **Babeau, A.** L'école de village pendant la révolution. pp. 272. Paris, 1881.

2. **Bernard, M. P.** Histoire de l'autorité paternelle en France. pp. 511. 1863.

Crowned by the Academy.

3. **Compayré, G.** Histoire critique des doctrines de l'éducation en France depuis le seizième siècle. 2 vols. pp. 457, 437. Paris, 1880.

Revises and simplifies much matter about the early development of the French system of education not readily accessible elsewhere. The best general history in this field.

4. **During, A.** L'instruction publique et la révolution. pp. 502. Paris, 1882.

Partly documentary.

5. **Muteau.** Les écoles et collèges en Province depuis les temps les plus reculés jusqu'en 1789. pp. 599. Dijon, 1882.

An important historical work.

6. **Resbecq, Fr. de.** Histoire de l'enseignement primaire avant 1789, dans les communes qui ont formé le département du Nord. pp. 424. Paris, 1878.

7. **Sicard, A.** L'éducation morale et civique avant et pendant la révolution (1700–1808). pp. 583. Paris, 1884.

8. **Soulice, M. L.** Notes pour servir à l'histoire de l'instruction primaire dans les Basses-Pyrénées (1385–1880). pp. 64. Pau, 1881.

By the librarian and archivist of the town of Pau.

9. **Théry, A. F.** Histoire de l'éducation en France, depuis le cinquième siècle jusqu'a nos jours. 2 tom. pp. 360, 503. Paris, 1858.

Once very valuable, but now rather superseded by the history of Compayré. VII. *c.* 3.

VIII.

STANDARD WRITERS IN THE HISTORY OF EDUCATION.

I. *ANCIENT.*

1. **Aristotle**, The Ethics of. Illustrated, with Essays and Notes by Sir Alexander Grant, Bart. 2 vols. pp. 514, 351. Longmans, Green & Co. London, 1885.

   The Nicomachean Ethics. Translated by F. H. Peters, M.A. pp. 354. C. Kegan Paul & Co. London, 1881.

   The Politics of. Translated, with an Introduction, Marginal Analysis, Essays, Notes, and Indices, by B. Jowett, M.A. 2 vols. pp. 302, 320. Clarendon Press. Oxford, 1885.

   The index gives detailed references.

   The Politics and Economics. Translated by E. Walford. pp. 338. George Bell & Sons [Bohn's Classical Library]. London, 1881.

   The Economics touches on female education.

2. **Cicero**. De Oratore. Translated by J. S. Watson, M.A. George Bell and Sons [Bohn's Classical Library]. London.

   Deals in part with the education necessary for entering public life.

3. **Cornificius** (?). Rhetorica ad Herennium.

   Included in Vol. I. of Cicero's works. Mostly a technical treatise on rhetoric, but occasionally of more distinct bearing on education. Book III. advises the orator on the Art of Memory.

4. **Isocrates**. Translated by John Gillies, LL.D. 8vo. London, 1778. Oratio XIII. Against the Sophists.

   This is an attack on the methods and pretensions of rhetoricians and dialecticians.

Oratio XV. On the Antidosis.

Explains his so-called Philosophy, or theory of practical culture.

5. **Lucian**. Anacharsis vel De Gymnasiis. In Vol. III. of Teubner edition of the text of Lucian. Lucian is translated by William Tooke, F.R.S. 2 vols. Longman, Hurst, Rees, Orme, & Brown, 1820. London.

6. **Philostratus** the Elder. Libellus de Arte Gymnastica. German translation of Philostratus, by Jacobs and Lindau. 10 vols. Stuttgart, 1828–1839.

7. **Plato**, The Dialogues of. Translated, with Analyses and Introductions, by B. Jowett, M.A. 5 vols. 2d edition. Oxford, 1875.

The index to the second edition gives references in detail. Plato's theory of education is found mainly in the Republic and the Laws. The spurious Epinomis, not included in Jowett's version, touches on the value and proper method of teaching mathematics. See Kapp, Platon's Erziehungslehren. Also Wiese, Die päd. Grundsätze in Plato's Republik.

8. **Plutarch**. Morals. Translated from the Greek by several hands. Corrected and revised by W. W. Goodwin, Ph.D. 5 vols. Little, Brown & Co. Boston, 1870.

Vol. I. pp. 1–32. On the Training of Children.
pp. 78–80. That Virtue may be taught.
Vol. II. pp. 42–94. How a Young Man ought to hear Poems.

9. **Quintilian**. Institutes of Oratory. Translated, with Notes, by J. S. Watson, M.A. 2 vols. George Bell & Sons [Bohn's Classical Library]. London.

A valuable and exhaustive treatise on the education of an orator for Roman public life.

10. **Tacitus**. Dialogus de Oratoribus. Chapters 28–35 treat of Roman education in connection with the discipline and culture

requisite for entering public life. Translated in Bohn's Classical Library.

11. **Xenophon.** Cyropædia. Translated by J. S. Watson, M.A. George Bell & Sons [Bohn's Classical Library]. London.

On the education and life of Cyrus, founder of the Persian Empire. The first book especially a standard educational authority, but more for the Spartans than for the Persians.

Oeconomicus. Translated by Wedderburn and Collingwood, with a Preface by John Ruskin, in Bibliotheca Pastorum. Vol. I. Ellis & White. London, 1876.

How an Athenian gentleman educated his wife for the conduct of the household.

See also *Niemeyer.* Originalstellen der Classiker über die Theorie der Erziehung. Halle, 1813. See Grote and the philosophical literature on Socrates, and especially the Sophists.

The translations specified are simply those most accessible to students of education in the J. H. U.

II. *MODERN.*

1. **Alkuin's** Leben. 775(?)–804. F. Lorentz. Halle, 1829.

2. **Arnold, T.** 1795–1842. Life and Correspondence of. By A. P. Stanley.

3. **Ascham, R.** 1515–1568. The Schoolmaster. Works. Vol. 3. pp. 65–276. London, 1864.

4. **Basedow, J.** 1723–1790. Ausgewählte Schriften. By H. Göring. Langensalza, 1880.

Also his fuller Elementarwerk.

5. **Bell, A.** 1753–1772. Elements of Tuition. London, 1815.

Instruction for conducting schools through the agency of the scholars themselves. London, 1817.

6. **Combe, G.** 1788–1858. Education; its Principles and Practice. Collected and edited by W. Jolly. pp. 772. London, 1879.

7. **Beneke, F. E.** 1798–1854. Erziehungs u. Unterrichtslehre. 2 vols. Berlin, 1821–64.

See also Börner's Die Lehre von Bewusstsein in ihren pädagogischen u. didaktischen Anwendung. Frieburg, 1853. Also Moltke, Beneke's Psychologisch-pädagogische Abhandlungen u. Aufsätze. Leipzig, 1877.

8. **Campe, J. H.** 1716–1818. Theophron. Von K. Richter. pp. xxiv, 296. Leipzig, 1875.

Sämmtliche Kinder- und Jugendschriften. 1831–36.

9. **Comenius.** 1592–1611. Grosse Unterrichtslehre (translation of his *Didactica Magna*, published originally in Bohemian, 1628–32, and again in Latin about 1640), mit einer Einleitung: Comenius, sein Leben und Wirken, von Dr. Gust. Wien, 1876.

There is also a Leipzig edition of the same in German by J. Berger and Fr. Zoubek.

Pädagogische Schriften. Uebersetz von Th. Lion. Langensala, 1876.

See also his Ausgewählte Schriften, bearbeitet von T. Berder u. T. Leutbacher. Leipzig, 1876.

The *Janua Linguarum Reserata*, 1631, and the *Orbis Sensualium Pictus*, 1658, have never been translated *entire* into any modern tongue, to the writer's knowledge. Professor S. S. Laurie's John Amos Comenius; his Life and Educational Works, pp. 239, London, 1881, gives the best conspectus of his works in English.

10. **Degerando, J. M.** 1772–1842. Du perfectionnement morale ou de l'éducation de soi-même. 2 vols. Paris, 1826. Translated by E. P. Peabody. Boston, 1832.

11. **Dickens, C.** 1812–1870. The Schoolmaster. New York, 1871.

Extracts from his works.

12. **Diesterweg, F. A. W.** 1790–1866. Ausgewählte Schriften. Herausgegeben von E. Laugenberg. 4 Bds. Frankfurt a. M., 1882.

Here are found the best of his fifty-four works.

13. **Dinter, G. F.** 1760–1831. Leben, von ihm selbst beschrieben. Mit Anhang, u. Erläuterungen von R. Niedergesäss. Wien, 1879.

14. **Edgeworth, K. L.** 1744–1817. (Assisted by his daughter Maria.) Practical Education. London, 1798.

Essays on professional education. pp. 591. London, 1812.

15. **Erasmus.** 1467–1536. De ratione studii.

De pueris statim ac liberaliter instituendis.

All the Familiar Colloquies of Desiderius Erasmus, of Roterdam, concerning Men, Manners, and Things, translated into English by N. Bailey. pp. 589. London, 1733.

He also wrote many text-books. His educational works seem never to have been collected or translated.

16. **Fenelon.** 1651–1715. De l'éducation des filles. Paris, 1687.

See Fenelon's educational views, conveniently epitomized in Barnard's Journal, vol. 13, pp. 476–94.

17. **Fichte, I. G.** 1762–1814. Reden an die deutsche Nation. Aphorismen über Erziehung. System der Sittenlehre.

His Vocation of the Scholar, pp. 72. Translated. London, 1847.

18. **Flattisch, I. F.** 1717–1797. Pädagogische Lebenswiesheit, by E. Ehmann, 1870, is the best form of his life and writings.

See Schäfer, Flattisch u. sein Päd. System. pp. 121. Frankfurt, a. M., 1871. His life and opinions cited by topics. A thorough work.

19. **Francke, A. H.** 1667–1727. Schriften ueber Erziehung u. Unterricht. Bearbeitet von K. Richter. 2 Bds. Leipzig.

See Kramer, Francke, ein Lebensbild. 2 Bde. pp. 304, 510. Halle, 1880–82.

20. **Froebel, F.** 1782–1852. Gesammelte pädagogische Schriften. 1874. 3 Bde., von W. Lange. Autobiographie u. kleinere Schriften. Menschen-Erziehung, die Pädagogik der Kindergartens.

The third part has been often resumed and explained in English by Madames Kriege, E. Peabody, Kraus-Bölte, Scherreff. Part second has been translated into English for the first time by J. Jarvis. The Education of Man. pp. 277. N. Y., 1885. How copious the Frœbel literature has become can be seen in Walter's Die Fröbelliterature. See XXVI.

21. **Girard, Père.** 1765–1850. Cours éducatif de la langue maternelle. 1844.

22. **Gräfe, H.** 1802–1868. Die Deutsche Volksschulen. 3 Bde. Herausgegeben von J. Schumann. 1878.

23. **Graser, J. B.** 1766–1841. Divinität, oder das Princip der erwigen wahren Menschen-Erziehung. Elementarschule fürs Leben. 1817–34.

Contains his famous "Schreib-lese" method.

24. **Hamilton, J.** 1769–1831. An Essay on the Usual Mode of Teaching Languages. New York, 1815.

25. **Hamilton, E.** History of the Hamiltonian System. London, 1831.

See a good article on Hamilton in Schmidt's Encyclopedia, Bd. III.

26. **Hegel.** 1770–1831. Hegel's Ansichten über Erziehung und Unterricht, von G. Thaulow. 3 Bde. Kiel, 1853–54.

27. **Heinicke, S.** 1779–1790. Beobachtungen über Stumne u. der menschliche Sprache. Hamburg, 1778.

Wichtige Entdeckungen, etc. Leipzig, 1786.

See also Stosner, S. Heinicke, Sein Leben u. Werken, 1870.

28. **Herbart, J. F.** 1776–1841. Pädagogische Schriften. 2 Bde. pp. 673, 692. Leipzig, 1880.

This edition by Wilmann includes, besides the general and special pedagogy of Herbart, his work on the application of psychology to pedagogy. His papers on character, culture, and some new material not included in his collected works, are found here. The notes and references, as well as the introduction by the editor, add materially to the value of this edition.

Herbart's Regierung Unterricht, und Zucht, dargestellt und in ihrem Verhältniss zu einander besprochen. pp. 45. W. Rein. Vol. I. *Pädagogische Studien.* Eisenach, 1875.

John Friedrich Herbart. Nach seinem Leben und seiner pädagogischer Bedeutung. G. A. Hennig. pp. 130. Leipzig, 1877.

Herbart founded an influential school in pedagogy and psychology. Especially Stoy, Ziller, and Strümpell have elaborated his educational ideas. Many of the most eminent modern German psychologists owe very much to impulses received from Herbart, neglected though his principles are.

29. **Herder.** 1744–1803. Herder als Pädagog. pp. 60. Von W. Rein, Wien und Leipzig, 1876.

30. **Jacotot, J. J.** Enseignement universel. Paris, 1823.

Langue étrangère. 7th ed. pp. 279. Paris, 1852.

Langue maternelle. pp. 478. Paris, 1852.

✓ See also J. Jacotot et sa Méthode d'émancipation intellectuelle. B. Perez. pp. 210. Paris, 1883.

Stiehr. Anleitung zur praktischen Anwendung der Unterrichtsmethode von Jacotot. Berlin, 1836.

The first of the above works has been translated into German (Krieger). These and other German works, and the able and copious exposition of his principles by Joseph Payne, have made Jacotot more respected in other lands than in France.

31. **Jahn, F. L.** 1778–1852. Deutsch Turnkunst. Berlin, 1818.

Translated in English, under the title, A Treatise on Gymnasticks, by Charles Beck. Northampton, Mass., 1828.

F. L. Jahn, sein Leben und Wirken. W. C. Schram. pp. 63. Wien, 1878.

A memorial paper on the celebration of Jahn's hundredth birthday, with selections from his works in appendix.

32. **Jesuits.** Constitutions 1559, and Ratio Studiorum, 1599.

33. **Kant.** 1774–1804. Ueber Pädagogik, best edition by Theodore Vogt. Langensalza, 1878.

34. **Lacroix.** Essais sur l'enseignement. Paris, 1805.

A representative expression of the educational ideas of the Convention.

35. **Lancaster, Joseph.** 1778–1838. The British System of Education: being a complete epitome of the improvements and inventions practised at the royal free schools, Borough-road, Southwark. pp. 67. London, 1810.

Also his Improvements in Education.

36. **Lessing, G. E.** The Education of the Human Race. (Translated by F. W. Robertson. 8vo. London.)

Best English edition.

37. **Locke, J.** 1632–1704. Some Thoughts concerning Education. New York, 1864.

Locke's Conduct of the Understanding. Fowler, T. pp. 136. Oxford, 1881.

The best edition.

38. **Luther, Martin.** 1483–1546. Luther's Pädagogik, Gedike. Berlin, 1792.

His thoughts on education and schools, extracted from his works. See also J. Schiller, Luther's Kinderzucht. Frankfurt a. M., 1854.

39. **Melancthon, Philip.** 1497–1560. Evangelische Kirchen- u. Schulordnung von Jahre 1578, von K. Weber, 1844.

Melancthon's Leben und ausgewählte Schriften. P. Schmidt. Elberfeld, 1861.

Philip Melancthon, der Lehrer Deutschlands, ein Lebensbild. Heppe, 1860.

40. **Milton, J.** 1608–1674. A Treatise of Education.

41. **Montaigne, Michel de.** 1533–1592. Les essays de Michel Seigneur Montaigne, avec des notes par Pierre Ceste. Paris, 1725.

Many editions. German translations by Bode, English by Cotton. London, 1711. See especially chapters on the education of children, pedantry, the affection of fathers to their children.

42. **Naville.** 1784–1846. De l'éducation publique. Paris, 1832.

43. **Necker, Madame.** Education progressive. 3 tom. Paris, 1836–38.

44. **Pestalozzi, J. H.** 1746–1824. Pestalozzi's Sämmtliche Werke, von L. W. Seyffarth. 16 vols. Brandenburg, 1869–73.

The standard German edition; but there have been many other editions of single works. See also

Die Pädagogik Johann Heinrich Pestalozzi's. Wortgetreue Auszügen aus seinem Werken. A. Vogel. pp. 137. Bernburg, 1882.

Pestalozzi, sa vie, ses œuvres, ses méthodes d'instruction et d'éducation. A. Cochin. pp. 145. Paris, 1880.

Leonard and Gertrude. Translated by Eva Channing. Introduction by G. Stanley Hall. pp. 181. Boston, 1885.

An admirable attempt to condense the substance of several volumes of the most important works of the author into one small book.

Pestalozzi and Pestalozzianism. Life, Educational Principles, and Methods of John Henry Pestalozzi, with biographical sketches of several of his assistants and disciples. H. Barnard. New York, 1862.

A collection into one volume of the matter in Barnard's Journal of Education on Pestalozzi, including much translation from his works.

Pestalozzi. Biber. pp. 463. London, 1831.

Pestalozzi: his Life, Work, and Influence. Krüsi, Hermann. pp. 248. New York, 1875.

45. **François Rabelais** und sein Traité d'éducation mit besonderer Berücksichtigung der pädagogische Grundsätze Montaigne's, Locke's, und Rousseau's. Arnstädt, F. A. pp. 295. Leipzig, 1872.

46. **Ratich, W.** 1571–1635. Ratichius oder Radtke im Lichte seiner Zeit; Krause. Leipzig, 1872. Also Radtke, Störl. Leipzig, 1872.

Die ächte Methode W. Ratke's. Schumann, I. C. G. Hannover, 1876.

47. **Richter, J. P. F.** Levana; or, the Doctrine of Education. pp. 413. London, 1876. Also Boston, 1863.

J. P. Fr. Richter als Pädagoge, nebst einer Auswahl pädagogisches Kernstelten. G. Wirth. Brandenburg, 1863.

48. **Rollin.** De la manière d'enseigner et d'etudier les belles-lettres par rapport à l'esprit et au cœur. 4 tom. 1726–1728.

A valuable and detailed exposition of methods of teaching then in use, by departments or subjects, one book being devoted to the interior government of educational institutions.

49. **Rousseau, J. J.** 1712–1778. Émil; ou, sur l'éducation. Paris, 1762.

Several English translations, but see as especially convenient for teachers

Émile; or, concerning Education. pp. 157. Boston, 1885.

Translated in extracts, with introduction and notes by Jules Steeg. See also Rousseau and Pestalozzi, der idealismus auf deutschem u. französischem Boden, von Dr. R. Schneider. 1866.

50. **Sailer, J. M.** 1751–1872. Ueber Erziehung fur Erzieher. Sulzbach, 1870.

51. **Salzmann, C. G.** 1744–1811. Schriften. 12 Bds. Stuttgart, 1845–46.

See especially Krebsbuchlein, noch etwas über Erziehung, Ameisenbüchlein, und Ueber der wirksamsten Mittel Kinder Religion beizubringen.

52. **François del Sarte.** Life and Theories. Arnaud. pp. 258. Paris, 1882.

See also Delaumosne's work on Del Sarte. Translated. Albany, 1882.

53. **Schleiermacher.** 1778–1834. Pädagogische Schriften, von C. Platz. Langensalza, 1876.

Die Idee der Volksschule nach den Schriften Dr. F. Schleiermacher's. T. Eisenlohr. Stuttgart, 1869.

A convenient but diffusely written digest. See also Dilthey's Leben Schleiermachers. Berlin, 1870.

54. **Schwartz, F. H.** 1766–1837. Pädagogische Werke. Leipzig, 1829–37.

55. **Spurzheim.** Education. Translated by S. R. Wells. pp. 334. New York, 1847.

56. **Stow, D.** The Training System in Glasgow. pp. 569. London, 1859.

57. **Die** Pädagogik des Johannes **Sturm.** E. Laas. pp. 125. Berlin, 1872.

The best historical and critical treatise on the subject up to date.

58. **Vives, J. L.** Ausgewählte pädagogische Schiften. By R. Heine. pp. 64, 424. Leipzig, 1881.

59. **Watts, I.** The Improvement of the Mind.

60. **Wilderspin.** System of Education. pp. 487. London, 1870.

Infant Education. How to educate the children of the poor up to the age of seven. pp. 183. London, 1875.

Of many of the above works, there are, of course, many editions. The one designated is thought to be, if not the best, as convenient as any.

III. *CHRESTOMATHIES FROM STANDARD EDUCATIONAL AUTHORS.*

1. **Beyer, H.** Bibliothek pädagogischer Classiker. Sammlung der bedeutendsten pädagogischen Schriften älterer Schulmänner u. Gelehrten neu herausgegeben von F. Mann.

2. **Friedemann, F. T.** Paränesen. 6 vols. 1845.

3. **Kellner, L.** Erziehungsgeschichte in Skizzen und Bilden. 3 Bd. pp. 408, 335, 316. Essen, 1880.

A good anthology from works of leading writers from the earliest times down to the present.

4. **Richter, K.** Pädagogische Bibliothek. Eine Sammlung der wichtigsten pädagogischen Schriften älterer und neuerer Zeit. Leipzig, 1878–1881.

I. Pestalozzi. Wie Gertrud ihre Kinder lehrt.
II. Salzmann. Noch etwas über die Erziehung.
III. Comenius. Grosse Unterrichtslehre.
IV. Montaigne. Ansichten über die Erziehung der Kinder.
V. VI. } Francke. Schriften über Erziehung und Unterricht.
VII. Pestalozzi. Leonhard und Gertrud.
VIII. J. J. Rousseau. Emil, oder Ueber die Erziehung.
IX. John Locke. Einige Gedanken über Erziehung.
X. I. Kant. Ueber Pädagogik.
XI. Comenius. Ausgewählte Schriften.
XII. J. H. Campe. Theophron.
XIII. J. F. Herbart. Allgemeine Pädagogik und Umriss pädagogischer Vorlesungen.

XIV. J. F. Herbart. Kleinere pädagogische Schriften. Reden und Abhandlungen.
XV. C. G. Salzmann. Krebsbüchlein.
XVI. J. L. Vives. Ausgewählte pädagogische Schriften.

Most comprehensive of all.

5. **Schütze, H.** Auslese aus den Wirken berühmter Lehrer und Pädagogen des Mittelalters. Gütersloh, 1879.

Brief; especially Alcuin, Rabanus Maurus, John Gerson.

6. **Schumann, I. C. G.** Pädagogische Chrestomathie. Eine Auswahl aus den pädagogischen Meisterwerken aller Zeiten für die pädagogische Privatlektüre. 5 Bd. Hannover, 1878–80.

7. **Sperber, E.** Pädagogische Lesestücke aus den wichtigsten Schriften der pädagogischen Classiker. Als Unterlage für den Unterricht in der Geschichte der Pädagogik und zur Förderung der Privatlekture für evangelische Seminare unter Mitwirkung des Herrn Regierungs-Rath. Fr. Schultz. 4 Hefte. pp. 232, 236, 288, 246. Gütersloh, 1878–79.

The best of its size.

One of these comprehensive works is very serviceable for reference, and for small libraries, and for normal schools.

IX.

HISTORIES OF SPECIAL EDUCATIONAL INSTITUTIONS.

a. America.

Alcott.

1. [**Alcott's**] School, Record of a. Alcott, B. pp. 206. Boston, 1835.

An unique attempt to make children philosophize.

Amherst.

2. **Amherst**, Historical Sketch of. Farmer, J. pp. 29. (N. H. Hist. Soc. Coll., v. 5.)

History of Amherst College during the First Half-Century (1821–71). W. S. Tyler. Springfield, 1873.

Reminiscences of Amherst College, by Edward Hitchcock. Northampton, Mass., 1871.

See also Student Life at Amherst. Amherst, 1871.

Antioch.

3. **History** of the Rise and Difficulties and Supervision of Antioch College. J. W. Allen. Columbus, Ohio, 1858.

See also E. Fay's Rejoinder. Cincinnati, 1859.

Berea.

4. **Berea** College. An Interesting History. Approved by the Presidential Committee. Cincinnati, 1875.

Boston.

5. **Boston** Latin School. pp. 32. (Am. Jour. of Ed., v. 12, 1862.)

Boston Latin School: an Oration on 250th Anniversary, by Phillips Brooks. pp. 77. Boston, 1885.

Bowdoin.

6. **Bowdoin** College, History of, with Biographical Sketches. 1806–1879. Cleveland and Packard. Boston, 1882.

Brown.

7. **Brown** University, Life and Times of Jas. Manning, and Early History of. Guild, R. A. Boston, 1864.

Brown University in the Civil War. Bursage, H. S. Providence, 1868.

Sketch of the History and Present Organization of Brown University. Providence, 1861.

Cf. also the life of F. Wayland, by his sons.

California.

8. **California**, University of. Annual Report of the Sec. to the Board of Regents (1883). Sacramento, 1883.

Columbia.

9. **Columbia** College, Statutes of, with an Historical Sketch. New York, 1836.

Columbia College, Historical Sketches of. Moor, N. F. pp. 146. New York, 1846.

Columbia College, in the City of New York, An Historical Sketch of. 1754–1876. By J. Howard Van Amringel. pp. 2243. Printed for the College, 1876.

Cornell.

10. **Cornell** University. White, A. D. (in Spencer, A., Scenery of Ithaca, 1866).

See also Cornell Univ. Hart, J. M. pp. 7 (Scribner's Monthly, v. 6. 1873). — Cornell Univ., Laws and Documents relating to. Ithaca, 1870. — Cornell Univ., The youngest Anglo-Saxon Univ. Hughes, F. pp. 9 (Macmillan's Mag., v. 22. 1870).

Dartmouth.

11. **Dartmouth** and Moors' Charity School, Sketches of the History of. (J. Wheelock(?), 1779–1815.)

Dartmouth College, First Half-Century at. Crosby, N. 1876.

Dartmouth College, History of. Smith, B. P. pp. 474. Boston, 1878.

See also Brief Narrative of the Indian School founded at Lebanon. Wheelock, E. 2d ed. London, 1766. And Continuation of Narrative of Indian School now incorporated with Dartmouth College. Hartford, 1775. Also the Dartmouth Causes, and the Supreme Court. J. M. Shirley. St. Louis, 1879.

Exeter.

12. **Exeter**. Familiar Sketches of the Phillips Exeter Academy and Surroundings. Cunningham, F. H. Boston, 1883.

An Historical Sketch of Phillips Exeter Academy. C. H. Bell. Exeter, 1883.

Girard.

13. **Girard** College for Orphans, A Contribution and Plan of Education for. Lieber, F. pp. 227. Philadelphia, 1837.

Girard College and its Founder. Arey, H. W. Philadelphia, 1853.

Hamilton.

14. **Hamilton** College. Memorial Semi-Centennial Celebration of the Founding of. Utica, 1852.

Hampton.

15. **Hampton** and its Students. Armstrong and Ludlow. 1874.

See also Hampton Normal and Agricultural Institute. Ludlow, H. W. pp. 14. (Harper's Mag., v. 47. 1873.)

The eighteenth Annual Report, 1886, contains a very full account of the Institution.

Harvard.

16. **Harvard.** Some Account of the Medical School in Boston, and of the Mass. General Hospital. Boston, 1824.

Harvard University, A History of. 1637–1776. Pierce, Benj. 1833.

Harvard University, The History of. Quincy, Josiah. 2 vols. pp. 612, 728. Cambridge, 1840.

Harvard College, A Sketch of the History of. Eliot, S. A. 1878.

Harvard College, Sal Gentium, the History of. Mather, C. pp. 174 (in his Magnalia, v. 2, 1855).

Harvard Memorial Biographies (Edited by Higginson, T. W.). 2 vols. Cambridge, 1867.

Harvard University, Biographical Sketches of Graduates of. (1647–1858.) J. L. Sibley. 1873.

Harvard Book, The. 2 vols. Cambridge, 1875.

Harvard and its Surroundings. King, M. 1878.

Harvard Register, The. King, M. An illustrated monthly. Vols. I. II. III. 1880–81.

Contains much historical matter. It also contains notices of the following preparatory schools: Boston Latin, Chauncy Hall, Cambridge High, Lawrence High, Phillips Andover, Phillips Exeter, Pinkerton Acad., Roxbury Latin.

See also Harvard Coll., Theological School in. Austin, J. F. pp. 32 (Chr. Exam., v. 10. 1831).—Harvard Univ., Members of the Graduates of (1642–46). Farmer, J. pp. 45 (N. H. Hist. Soc. Coll., v. 4. 1834).—Harvard Coll. Palfrey, J. G. pp. 35 (Chr. Exam., v. 17. 1835).—Harvard Coll. Sectarianism. Gannett, E. S. (Chr. Exam., v. 39. 1845).—Harvard Coll., History of. Ellis, G. E. pp. 21 (Chr. Exam., v. 45. 1848).—Harvard Coll., Necrology of Alumni of (1851–63). Palmer, J. 1864.—Cambridge Divinity School. Allen, J. H. pp. 26 (Chr. Exam., v. 83. 1867).—Harvard Coll. (1786–87). Adams, H. pp. 38 (N. Amer. Rev., v. 114. 1872).—Harvard Univ. Scudder,

H. E. pp. 23 (Scribner's Monthly, v. 12. 1876).—Law School, Character and History of. Sumner, C. pp. 16 (Works, v. 2. pp. 377).—And address of O. W. Holmes at the opening of the Harvard Medical School. See still fuller list of publications on the University, in Justin Winsor's Bibliographical Contributions, No. 21.

Heidelberg.

17. **Heidelberg** College. Tiffin, Ohio. Williard.

Hopkins.

18. **Hopkins** Grammar School. New Haven.

Jefferson.

19. **Jefferson** Medical College of Philadelphia, A History of. Gayley, J. F. pp. 59. Philadelphia, 1858.

Jefferson, History of. Smith, J.

Lafayette.

20. **Lafayette** College, Historical Sketch of, with an Account of its present Organization and Course of Study. Owen, W. B. Easton, 1876.

Log College.

21. **Log** College, Biographical Sketches of the Founder and Principal Alumni of the. Alexander, A. pp. 279. Philadelphia, 1851.

A novel institution founded by Wm. Tennent, twenty miles north Philadelphia, in 1739. The germ of Princeton.

Madison.

22. **Madison** University, the First Half-Century of (1819–69). New York, 1872.

Marietta (Ohio).

23. **Marietta** College, Historical Sketch of. Andrews, J. W. Cincinnati, 1876.

The author was long its president.

Michigan.

24. **Michigan**, History of the University of. Farrand, E. M. pp. 300. Ann Arbor, 1885.

See also Michigan, Univ. of. Tyler, M. C. (Scrib. Monthly, Feb., 1876.) Also a particular account of the University of Michigan in Andrew Ten Brook's American State Universities. Cincinnati, 1875.

Naval Academy, U.S.A.

25. **Naval** Academy, History of the U. S. Marshall, E. C. New York, 1862.

Naval Academy, Historical Sketches of the U. S. Soley, J. R. pp. 348. Washington, 1876.

Oberlin.

26. **Oberlin** College, its Origin, Progress, and Results. Fairchild, J. H. Oberlin, 1860.

Oberlin, History of. Smith, D.

Ohio.

27. **Ohio** University, History of. Walker, C. M. (in his History of Athens County, 1869).

Ohio University, Legal History of the. Anon. Athens, Ohio.

Pennsylvania.

28. **Pennsylvania**, Account of the College, Academy, and Charitable School of Philadelphia. 1763.

F. Leiber. Suggestions for Girard College. Vol. II. of his Miscellaneous Papers. pp. 497–575.

Also Stille's Life of William Smith, the first Provost of the University of Pennsylvania.

Life and Correspondence of Rev. William Smith. 2 vols. By his great-grandson, H. W. Smith. Philadelphia, 1879.

Illustrations of the time when Philadelphia seemed about to become one of the chief educational centres of the country.

Also a forthcoming History of the University of Pennsylvania, by T. H. Montgomery.

Princeton.

29. **Princeton.** An Account of the College of New Jersey. Blair, S. pp. 47. Woodbridge, N. J., 1764.

Princeton. Historical Sketch of the College. Green, A. (pp. 280–405 of his Discourses. Philadelphia, 1822).

Princeton. History of the College of New Jersey, from its Origin in 1746 to the Commencement of 1854. Maclean, J. 2 vols. pp. 414, 450. Philadelphia, 1871.

Princeton College during the Eighteenth Century. Alexander, A. D. pp. 326. New York, 1872.

A collection of sketches of individuals.

Princeton, History of, and of its Institutions. Hageman, J. F. 2 vols. 1879.

Princeton Book, The. Boston, 1879.

Princeton. Jonathan Dickinson and the College of New Jersey: an Historical Discourse. Cameron, H. C. pp. 37. Princeton, 1880.

Round Hill, Mass.

30. **Round** Hill, Mass. See Life of J. G. Coggswell, as sketched in his letters. Privately printed at the Riverside Press, Cambridge, 1874. By A. E. Ticknor. 222 copies only.

This volume shows that the innovations at this remarkable institution were the result of careful study of the best of foreign educational establishments.

Roxbury.

31. **Roxbury**, History of the Grammar School in. Dillaway, C. K. Roxbury, 1860.

South Carolina.

32. **South** Carolina College, History of the. Laborde, M. pp. 596. Charleston, 1874.

Swathmore.

33. **Swathmore** College, Essay on Education in the Society of Friends, with an Account of the Proceedings on laying the Corner-Stone of. Parrish, E. Philadelphia, 1868.

Vassar.

34. **Vassar** College and its Founder. Lossing, B. J. pp. 175. New York, 1867.

Vassar College. Avery.

See also Vassar College, a College for Women; a Sketch of its Foundation and Aims. Raymond, J. H. New York, 1873.

Vermont.

35. **Vermont** College. Historical Discourse: an Address by Spalding, J. R. Burlington, 1854.

A semi-centennial address.

Virginia.

36. **Virginia**, Early History of the University of. Jefferson, Thomas, and Cabell, J. C. pp. 522. Richmond, 1856.

With Jefferson's Bill for a Complete System of Education appended. A work of great historical value, showing how profoundly educational problems were then considered. See also Virginia, Univ. of. De Vere, Schele (Harper's Mag. v. 44. p. 815). Also, a Sketch of the University of Virginia. Richmond, 1885. Also, Students of the University of Virginia. By Nash. 1878. And University Memorial: Biographical Sketches of Alumni who fell in the Confederate War. Johnson, J. L.

West Point.

37. **West** Point, Biographical Sketches of Graduates of. Cullum. 2 vols. New York, 1868.

West Point, History of. Boynton, E. C. New York, 1870.

William and Mary.

38. **William** and Mary, The History of the College of, from its Foundation (1660–1874). Anon. pp. 183. Richmond, 1874.

Williams.

39. **Williams** College, A History of. Durfee, C. pp. 432. Boston, 1869.

Winchester.

40. **Winchester** College. Adams.

Wisconsin.

41. **Wisconsin**, Historical Sketches of the Colleges of. Chapin, A. L. pp. 120. Madison, 1876.

Wisconsin, Historical Sketch of the University of. 1849–1876. Madison, 1876.

Yale.

42. **Yale** College, Annals of. Clap, T. 1766.

Yale College, Sketch of the History of. Kingsley, J. L. 1835.

Yale College, Annals of. Baldwin, E. W. 1838.

Yale College, Historical Discourse before the Graduates of. Woolsey, T. D. New Haven, 1850.

Yale, Four Years at. Bagg, L. H. 1871.

Yale and the City of Elms. Decrow, W. E. 1882.

Yale College, Biographical Sketches of the Graduates of, with Annals of the College History (1701–1745). Dexter, F. B. pp. 788. New York, 1885.

Yale Life, Sketches of. Porter, J. A. Washington, 1886.

Yale Literary Magazine.

Begun in 1836. Contains much matter of historical interest.

Yale Book, The.

See also Anonymous Sketches of Yale College, with 70 illustrations. 1843. Cf. also the series of articles on American Colleges, in late numbers of the Century Magazine.

In General.

43. **American** Schools and Colleges, A Visit to. Blake, Sarah J. London, 1875.

44. **American** State Universities, their Origin and Progress. Brook, Ten.

See also Harvard and Yale Universities. Towle, G. M. 15 pp. (Fortnightly Rev., v. 2. 1867). And The College Book. By Richardson, C. F., and Clark, H. A. Boston, 1878.

Probably no part of this bibliography is more incomplete and unsatisfactory than the above section. A fuller and independent bibliography on the history and present state of education in America is contemplated. A history of educational institutions in this country is greatly needed. The field is very rich and almost unknown. No comprehensive history whatever exists.

b. Great Britain.

Cambridge.

1. **Cambridge,** The Privileges of the University of. Dyer, G. 2 vols. pp. 630, 200. London, 1824.

With much incidental matter on history, antiquity, literature, and biography.

Cambridge, The History of the University of, and of Waltham Abbey. Fuller, T. pp. 688. London, 1840.

Illustrated.

Wood, A. A. Athenae Oxoniensis. An exact History of the Writers and Bishops who had been there educated. 4 vols. quarto. London, 1813.

A vast mine of material.

Bernard, Montigue. Pass and Class. Oxford.

An excellent illustration of the way Oxford trains boys.

Ackermann, R. Oxford and Cambridge. 1814–16. Five quarto volumes. Elegantly illustrated.

Cambridge, Reminiscences of the University, Town, and County of, from the Year 1780. Gunning, H. 2 vols. London, 1854.

Cambridge, Of a Liberal Education in General, and with Particular Reference to the Leading Studies of the University of. Whewell, W. 3 parts. 1850.

Part I. Principles and Recent History. pp. 236. 1850.
" II. Dissensions and Changes. pp. 144.
" III. Revised Statutes. pp. 100.

Cambridge, Memorials of. Cooper, C. H. 3 vols. pp. 403, 393, 383. Cambridge, 1860–66.

A work full of dry facts and fine plates.

Cambridge. History of the College of St. John the Evangelist. Baker, T. 2 parts. pp. 554, 544–1235. 1869.

The best.

Cambridge, Memorials of. Views, Historical and Descriptive Accounts of Colleges and Halls. Leke, W. X. 2 vols. pp. 304, 288. London, 1877.

Cambridge, The University of. Mullinger, J. B.

Vol. I. From the earliest times to the Royal Injunction of 1535. pp. 686. Cambridge, 1873.

Vol. II. From the earliest times to the Accession of Charles the First. pp. 683. 1884.

The best, fullest, and latest.

Dublin.

2. **Dublin**, History of the University of. Taylor, W. B. S. pp. 540. London, 1845.

Illustrated.

Edinburgh.

3. **Edinburgh**, The Story of the University of, during the First Three Hundred Years. Grant, A. 2 vols. pp. 384, 510. London, 1884.

Illustrated. The best. See a charming picture of life here in the biography of E. Forbes, the naturalist.

Eton.

4. **Eton** College, Some Account of the Foundation of, and of the Past and Present Condition of the School. Creasy, E. S. pp. 132. London, 1848.

Appendix contains many examination papers of that date.

Etoniana, Ancient and Modern, being Notes of the History and Traditions of Eton College. Republished from Blackwood's Magazine, with additions. 12mo. London, 1865.

Eton College, A History of. Lyte, H. C. M. pp. 519. 1440–1875. London, 1875.

Illustrated. The best.

Eton, A Visit to. Morris, M. (Eng. Ill. Mag.). Nov., 1884.

Oxford.

5. **Oxford**, Memorials of. Ingram, J. 3 vols. Oxford, 1837.

Historical sketch and description of each college, with many illustrations.

Oxford, The Historically Received Conception of the University, considered with Special Reference to. Kirkpatrick, pp. 309. London, 1857.

Oxford, Its Social and Intellectual Life, with Remarks and Hints on Expenses, the Examinations, the Selection of Books, etc. Stedman, A. M. M. London, 1878.

Oxford Movement, Reminiscences chiefly of the Oriel College and the. Mozley, T. Boston, 1882.

Oxford, Education in; its Methods, its Aids, and its Rewards. Rogers, J. E. T. pp. 266. London, 1871.

Oxford, The Reorganization of the University of. Goldwin Smith. pp. 67. Oxford, 1868.

Oxford, Pass and Class. Montigue, B.

Oxoniensis Athaenae. Wood.

Paisley Grammar School.

6. **Paisley** Grammar School, The History of, from its Origin in 1576. Brown, R. pp. 609. Paisley, 1875.

Illustrated.

In General.

7. **Schools** of England, The Great. Staunton, H. pp. 517. London, 1865.

Includes foundation, endowment, discipline, and contains many illustrations, valuable and interesting. See also Huber, History of English Universities. Taine.

c. Germany.

Berlin.

1. **Berlin,** Die Gründung der Koniglichen Friedrich-Wilhelms-Universität zu. Kope, R. pp. 300. Berlin, 1860.

With an appended history.

Berlin, Geschichte der Friedrich Werderschen Gymnasiums zu. Müller, A. C. pp. 156. Berlin, 1881.

Characterizes the institution under each of the eighteen rectors from 1681–1875.

Bonn.

2. **Bonn,** The University of; its Rise, Progress, and Present State, with a Concise Account of the College Life of his Royal Highness, Prince Albert of Saxe-Coburg and Gotha. Anon. By a Member of the Middle Temple. pp. 247. London, 1845.

Bonn, l'Université de, et l'enseignement supérieur en Allemagne. Dreyfus-Brisac, E. pp. 291. Paris, 1879.

Clear and concise, with bibliography appended.

Erfurt.

3. **Erfordia** liberata. Motschmann, J. C. 11 Samlungen, 1729–37.

Erfurt, Die Universität, in ihrem Verhältniss zu dem Humanismus und der Reformation. Kampschilte, 1858.

Frankfurt (am Main).

4. **Francofortensis,** Notitia Univ. Beckman. 1707.

Freiburg.

5. **Friburgiensis,** de Origine et Institutione Acad., in opuscula ad hist. pertin. 1773. Riegger, Analecta Acad. Frib., 1779.

The last containing only documents.

Freiburg, Die Universität. Anon. pp. 128. Freiburg, 1881.

From 1852–1881.

St. Gall.

6. **S. Galli**, De Casibus, Ekkehard. In Vol. I. of Goldasti's collection.

Greifswald.

7. **Greifswald**, Geschichte der Universität. Kosegarten. 2 Theile. 1857.

The second part contains only documents.

Heidelberg.

8. **Heidelberg**, Geschichte der Universität. Hautz. 2 vols. 1862.

The only comprehensive one, but unsatisfactory.

Innsbruck.

9. **Innsbruck**, Geschichte der Universität in. Probst, J. pp. 411. Innsbruck, 1869.

Köln.

10. **Köln**, Versuch einer Geschichte der ehemaligen Universität und der Gymnasiums der Stadt. Köln, 1833.

Leipzig.

11. **Leipzigs**, Urkundliche Quellen zur Geschichte der Universität. Zarncke.

In den Abhandlungen der Sächsischen Gesellschaft der Wissenschaften. 2 vols. pp. 509, 922. 1857.

Acta Rectorum Univ. Leipzigs (1524–59). 1759.

Statutem Bücher der Universität Leipzigs. 1861.

Manche Wesentliche Ergänzung im Urkundenbuch der Universität Leipzigs (1409–1555). Strübel (as Bd. 11 der Codex diplom. Sax. Reg.).

Rich material not yet adequately worked up.

Ludwig-Maximilians-Universität.

12. **Ludwig**-Maxilians-Univ., Geschichte der, in Ingolstadt, Landshut, München, zur Festfeier ihres vierhundertjährigen Bestehens. Prantl, C. 2 Bd. 758, 579. München, 1872.

Prague.

13. **Pragensis**, Monumenta historica Universitatis. 7 vols. Prag, 1830–48.

Vol. I. and II. contain the enactments of the arts faculty, from 1367–1585, especially the promotions.

Vol. III. contains the matriculation book of the Universitas iuristarum, and documents.

Vol. IV., the statute book of the University found later.

Prager Universität, Geschichte der. Tomek, W. W. pp. 377. Prag, 1849.

Rinteln.

14. **Rinteln**, Geschichte der Hessisch-Schaumburgischen Universität. Piderit, F. K. T. pp. 139. Marburg, 1842.

Rostock.

15. **Rostock**, Die Universität, im 15 u. 16 Jahrhundert. Krabbe, 1856.

Tübingen.

16. **Tübingen**, Geschichte und Beschreibung der Universität. Klüpfel, K. pp. 531. Tübingen, 1849.

Mainly historical. See also Urkunden zur Geschichte der Universität Tübingen aus den Jahren 1476–1550. Tübingen, 1877. Also Hoffmann, Oekonomischer Zustand der Universität Tübingen gegen die Mitte der 16 Jahrhunderts. 1845. Contains valuable accounts in detail of university expense and income.

Wien.

17. **Wien**, Geschichte der Kaiserlichen Universität zu. Kink, R. 2 Bd. 636, 327, 624. Wien, 1854.

I. 2 and II. contain original documents.

Wiener Universität, Geschichte der, in den ersten Jahrhunderte ihres Bestehens. Aschback, J. R. von. pp. 638. Wien, 1865.

Wiener Universität, Die, und ihre Humanisten im Zeitalter Kaiser Maximilians I. Aschbach, J. R. von. pp. 467. Wien, 1877.

Published by the University.

Wirzburg.

18. **Wirzburg**, Geschichte der Universität. Wegele, F. X. 2 Th. pp. 308, 538. Wirzburg, 1882.

Wittenberg.

19. **Wittenberg**, Annalen der Universität zu. Grohmann, J. C. A. 3 Th. 1801.

In General.

20. (**Strasbourg**, Bonn, et Leipzig.) Trois universités allemandes considerées au point de vue de l'enseignement de la philologie classique. Collard, F. pp. 357. Louvain, 1879–82.

Details about different classical authors' methods of lecturing, and seminary work, including classical archæology.

21. **Wien**, Das Lehrer-Pedagogium der Stadt. Dittes, F. pp. 60. Wien, 1873.

An account of a famous institution, by its rector.

d. FRANCE.

Paris.

1. **Paris**, Histoire de l'université de, depuis son origine jusqu'en l'année 1600. Crevier. 7 vols. Paris, 1761.

Paris, Histoire de l'université de. Richomme, C. pp. 202. Paris, 1840.

A brief conspectus, extending from the beginning of the university to the close of the last century.

Paris, Histoire de l'université de. Dubarle, E. 2 vols. pp. 368, 380. Paris, 1844.

Paris, De l'organisation de l'enseignement dans l'université de, au moyen-age. Thurot, C. pp. 213. Paris, 1850.

A thesis valuable for itself and for literary reference.

Paris, Historia Univ. Du Boulay. 6 vols. Paris, 1866.

A vast collection of material, but no general view, and without historic arrangement.

Paris, Die Universität, und die Fremden an derselben im Mittelalter. Budingsley, A. pp. 234. Berlin, 1876.

e. Miscellaneous.

1. **Launoy.** De Scholis Celebrioribus.

2. **Matzen.** Kjöbenhavns Universitats. Kehlshestone, 1879.

3. **Siegeenbeek, M.** Geschiedenis der Leidsche Hoogschool 1575–1825. 2 vols. pp. 448, 473. Te Leiden, 1829–32.

4. **Vanderkindere, L.** 1834–1884. L'université de Bruxelles. pp. 216, ccxviii. Bruxelles, 1884.

   Historical sketch.

5. **Vischer, W.** Geschichte der Universität Basel bis zur Reformation. 1860.

Cf., of course, the histories of modern education and the section on universities.

X.

GENERAL SURVEYS AND SPECIAL REPORTS ON THE PRESENT STATE OF EDUCATIONAL INSTITUTIONS.

a. United States.

1. **Adams, F.** The Free School System of the United States. London.

2. **American Teachers.** 2 vols. Hartford. From Barnard's Journal of Education.

   See also historical development of common schools and endowed public schools, etc., of Conn., from his Journal.

3. **Baird, Wm. R.** American College Fraternities. A Descriptive Analysis of the Society System in the Colleges of the U. S. 12mo. pp. 212. Philadelphia, 1879.

4. **Benefactors** of American Education. Hartford. From Barnard's Journal of Education.

5. **Buisson, T.** Rapport sur l'instruction primaire a l'exposition universelle de Philadelphia, presente a la ministre de l'instruction publique. Illustrated. 8vo. Paris, 1878.

   Of great value, by the chief educational representative of France at the Exposition of 1876.

6. **Buisson, F.** French Views of American Schools. Selections translated from the above Report. pp. 55–75. Annual Report of the Board of Education of Connecticut. New Haven, 1879.

7. **Doty, D.; Harris, W. T., etc.** A Statement of the Theory of Education in the United States of America as approved by many Leading Educators. pp. 22. Washington, Bureau of Education, 1874.

8. **Evans, C. H.** Educational Year-Book and Universal Catalogue.

Current numbers.

9. **Hammond, C. W.** New England Academies and Classical Schools. Washington, 1868.

10. **Kiddle, H.; Schem, A. J.** The Year-Book of Education for 1878. pp. 420. New York.

A supplement to the Cyclopedia of Education of the same authors. A handy book of general reference.

11. **Ladreyt, M. C.** L'instruction publique en France, et les écoles américaines. pp. 378. Paris.

Light but readable notes of travel, by a lady.

12. **Lang's** Religion and Education in America.

13. **Mann, Horace.** Lectures and Annual Reports on Education. pp. 571. Boston, 1872.

A convenient collection of many of the best of his papers.

14. **Nightingale, A. F.** A Hand-Book of Requirements for Admission to the Colleges of the United States. pp. 61. New York, 1879.

In tabular form. See also the valuable report of Prof. West on one aspect of this subject in Proceedings of Council of Education. 1886.

15. **Philbrick, J. D.** City School Systems in the United States. pp. 207. No. 1. 1885. Circular of Information of the Bureau of Education, Washington.

A comprehensive and valuable study.

16. **Porter, N.** The American Colleges and the American Public. With Afterthoughts on College and School Education. pp. 403. New York, 1878.

17. **Randall, S. S.** History of the Common School System of the State of New York. pp. 477. Ivison, Blakeman, Taylor & Co., New York, 1871.

18. **Russell, A. T.** History of the Common Schools of Florida, etc. Tallahassee, 1884.

19. **Richardson, C. F.; Clark, H.** The College Book. pp. 394. Boston, 1878.

Twenty-four of the older American colleges. Much the fullest on Harvard.

20. **Schuricht, Herrmann.** Geschichte der Deutschen Schulbestrebungen in Amerika. pp. 149. Leipzig, 1884.

A valuable contribution to the history of our school system. Cf. Bodenstädt's reiteration of Auerbach's idea of the need of a German university in America to work against assumed tendencies among Germans to degenerate here.

21. **Siljeström, P. A.** The Educational Institutions of the United States, their Character and Organization. pp. 411. 1853.

Translated from the Swedish. A valuable book in its day.

22. **Stockwell, T. B.** A History of Public Education in Rhode Island from 1636 to 1876, embracing account of the rise and progress of the present school system of the State; the various town and city systems; together with sketches of Brown University, and many of the academies, libraries, and literary associations of Rhode Island. 8vo. pp. 458. Providence, 1876.

23. **Ten Brook, Andrew.** American State Universities, their Origin and Progress. A history of congressional university land grants. A particular account of the rise and development of the University of Michigan, and hints toward the future of the American university system. 8vo. pp. 410. Cincinnati.

24. **Tenney, E. P.** The New West as related to the Christian College. pp. 106. Cambridge, 1878.

25. **Thwing, C. H.** American Colleges; their Students and Work. pp. 159. New York, 1878.

A collection of interesting popular articles on morals, religion, societies, athletics, journalism, fellowship, expenses.

26. **Swett, J.** History of the Public School System of California. pp. 246. San Francisco, 1876.

27. **Wayland, F.** Thoughts on the Present Collegiate System in the United States. pp. 160. Boston, 1842.

28. **Willard, Samuel.** Brief History of Early Education in Illinois. In Fifteenth Report. 1883–84.

29. **Whitford, W. C.** Historical Sketch of Education in Wisconsin. pp. 127. Madison, 1876.

See the proceedings of the National Council of Education, and especially the Reports of the *Bureau of Education*. Also, of course, annual reports of all kinds, city handbooks of education.

Many city and state school reports contain chapters of recent local educational history of great value, and much literature not repeated here is found under many other headings. See particularly IX. *a*, above. See A. D. White's Ein Amerikanische Studien Leben. Deutsch Rundschau. Oct., 1879. Also an article entitled American Schools, London Quarterly. April, 1886. See some account of Bp. Berkeley's plan of a Christian university to civilize America, in his Life by Frazer, Ch. IV. See E. D. Niell, The University and College of Virginia, containing an account of Patrick Copeland and the original plan of Henrico, Va. Also Salmon, Education in Michigan during the Territorial Period. Education. Sept., 1884. Boese, T., Public Education in the City of New York: its history, condition and statistics. N. Y., 1869. Respecting the need of a history, the same may be said here as at the end of IX. *a*.

b. Great Britain.

1. **Adams.** The Elementary Education Act, with Analysis. 1870.

2. **Anon.** Our Public Schools. pp. 373. London, 1881.

3. **Anon.** The Public Schools: Winchester, Westminster, Shrewsbury, Harrow, Rugby. Notes on their History and Traditions. pp. 414. London, 1867.

4. **Anon.** School Life at Winchester College. London, 1870.

Illustrated and interesting.

5. **Arnold, M.** A French Eton, or Middle Class Education and the State.

6. **Barnard, H.** English Pedagogy. pp. 464. Philadelphia, 1866.

A volume of articles on this subject from his Journal.

7. **Barnard, H.** Secondary Instruction in Scotland. pp. 693–700. Vol. 23. Am. Journ. of Ed. Hartford, 1873.

8. **Barnard, H.** Superior Instruction in Scotland. pp. 801–826. Vol. 24. Barnard's Am. Journ. of Ed. Hartford, 1873.

9. **Bristed, C. A.** Five Years in an English University. pp. 572. New York, 1874.

Long well known and full of interesting details.

10. **Carteret-Bisson, F. S. de.** Our Schools and Colleges. pp. 518. London, 1872.

Prizes, officers, calender, tuition, etc., of unsectarian theological, military, endowed, proprietary, and middle-class schools.

11. **Demogeot, J.** Montucci, H. De l'enseignement secondaire en Angleterre et en Ecosse. pp. 664. Paris, 1868. Supérieur. pp. 733, 1870.

Report addressed to the minister of public instruction.

12. **Everett, W.** On the Cam. Lectures on the University of Cambridge in England. pp. 391. Cambridge, 1867.

Twelve Lowell Lectures by an American who spent four years in Cambridge immediately on graduating from Harvard.

13. **Fredericq, P.** De l'enseignement supérieur de l'histoire en Ecosse et en Angleterre. Notes et impressions de voyage. pp. 47. Paris, 1885.

Very valuable, by a Belgian professor of history.

14. **Fry, Herbert.** Our Schools and Colleges. Giving the principal particulars respecting English educational institutions. 12mo. London, 1867.

15. **Furnival, Fr. J.** Education in Early England. Some Notes used as Forewords to a Collection of Treatises on "Manners and Meals in Olden Times," for the Early English Text Society. Paper.

16. **Hamilton** on Popular Education in England and Wales. Journal of Statistical Society, 1883. pp. 283.

17. **Hippeau.** L'instruction publique in Angleterre. pp. 138. Paris, 1872.

18. **Jolly.** Die neueren Reformen der Englischer Universitäten. Preus. Jahrb. 1879.

Valuable.

19. **Marguerin et Motheré.** De l'enseignement des classes moyennes et des classes ouvrières en Angleterre. pp. 272. Paris, 1864.

20. **Liversidge, A.** Report on the museums of technology, science, and art. Also upon scientific preferment, and technical instruction, and systems of evening classes in Great Britain and on the Continent of Europe. Legislative assembly documents, Sidney, New South Wales, 1880.

Contains much very compendious information.

21. **Pascoe, C. E.** A Practical Handbook to the Principal Schools of England. pp. 175. London, 1877.

Such information as parents and guardians might desire concerning over forty schools.

22. **Report** entitled General Digest of Endowed Charities.

English parliamentary papers, which appeared in parts from 1867 to 1876. This constitutes a domesday-book of foundations of the greatest value, showing a total income of 2,200,000 pounds (not including newer charities), from primary schools to universities. See also the reports of Lord Brougham's commissioners at work from 1818 to 1837. This is the most prolific and largest of all parliamentary inquiries, and extends through 38 folio vols., describing 28,880 charities, with an aggregate income of 1,200,000 pounds, a very large part of which is devoted to education.

23. **Report** of her Majesty's Commissioners, appointed to inquire into revenues and management of certain colleges and schools, and the studies pursued and instruction given therein. Four large blue-book volumes. London, 1884.

A part of the above report of special interest. A thoroughgoing inquiry restricted to the eight well-known schools preparatory to the universities.

24. **Report** of the Commissioners appointed to inquire into the property and income of the Universities of Oxford and Cambridge. Two large volumes. 1874. Mostly statistics not before made public.

A part of the general report above of special interest.

25. **Report** of the School Inquiry Commission. Twenty-one large blue-book volumes. 1868–69.

By dividing Great Britain into departments, investigated by subcommissioners, by correspondence, and by oral evidence from scores of those most competent to testify, of which verbal minutes were printed, and by extending its inquiry to all species of schools and even to other European lands, and by presenting convenient maps, tables, etc., the commission published here the most comprehensive educational report ever made.

26. **Report** of the Oxford University Commission, appointed to inquire into the state, discipline, studies, and revenues of the University and Colleges of Oxford. One large blue-book, 1852.

27. **Reports**, What Her Majesty's Inspectors Say. Being the reports for England and Wales and Scotland, classified, paragraphed, and arranged. 1880.

Convenient digest of much of the above, out of the material of which many books were made.

28. **Reports**, other, of educational interest are blue-books entitled:

The Selection and Training of Candidates for the Indian Civil Service. 1876.

Reports of the Civil Service Inquiry Commissioners. 1875.

Special Report on Oxford and Cambridge Universities Education Bill. 1867.

Report of the Commission to inquire into the System of Training Naval Cadets on board H. M. S. Britannia. 1875.

Report on the Admission of University Candidates into the Scientific Corps. 1874.

Fitch's Report on Endowed Grammar Schools of Yorkshire.

29. **Rigg, J. H.** National Education in its Social Conditions and Aspects, and Public Elementary School Education, English and Foreign. pp. 517. London, 1873.

A thoughtful and still valuable book.

30. **Schlottmann.** Das Englische Universitätswesen. Schmollers Jahrbuch IX. 1885.

A good administrative view.

31. **Whewell, W.** On the Principles of English University Education. pp. 189. London, 1838.

Devoted to subjects, mode of treating, and discipline.

32. **Wiese.** German Letters on English Education in 1876 Translated by S. Schmitz. pp. 296. New York, 1879.

By a well-known and most competent German authority.

33. The Educational Year-Book for Current Years. London.

British institutions only. Describes courses, expenses, terms of admission, scholarship, of each British school, from the universities down. See Hazeltine, British and American Education. N.Y., 1880. See the Conservatism of Young Oxford. National Rev., 1884, by G. M. Curtzon. See also additional material in IX. See H. G. Taylor, Elementary Education in England and Wales. Scribner's Mo., June, 1876.—Morris, Higher Education in Wales. Contem. Rev., April, 1882. Also Endowed Schools of Ireland. Reprinted from the Daily News. 8vo. pp. 79. London.

c. In Germany.

1. **Arnold, M.** Higher Schools and Universities in Germany. pp. 270. London, 1874.

First published in 1868 as the result of an official tour of inspection, here reprinted with a preface of eighty pages.

2. **Barnard, H.** Elementary and Secondary Instruction.

Vol. I. German States. pp. 856.

Vol. II. Switzerland, France, Belgium, Holland, Denmark, Norway, Sweden, Russia, Greece, Turkey, Italy, Portugal, and Spain.

Vol. III. Great Britain and American States. Hartford, 1872.

3. **Bashford, J. L.** Elementary Education in Saxony. pp. 89. London, 1881.

4. **Baudouin, J. M.** Rapport sur l'état actuel de l'enseignement spécial et de l'enseignement primaire en Belgique, en Allemagne et en Suisse. pp. 510. Paris, 1865.

5. **Beer und Hochegger.** Fortschritte des Unterrichtswesens in den Culturstadten Europas. 2 vols. pp. 694. Wien, 1867.

A general view of the state of education at this date.

6. **Bertram, H.** Das Gemeindeschulwesen der Stadt Berlin. Two pamphlets. Berlin, 1878–79.

7. **Bird, Charles.** Higher Education in Germany and England. pp. 137. London, 1884.

8. **Bréal, M.** Excursions pédagogiques. pp. 364. Paris, 1882.

A very discriminating, well-informed comparison between educational institutions of Germany and France, especially those of secondary grades, by a progressive member of the Institute, who finds German ways best at most points.

9. **Carstens, H. W.** School Education in Germany.

10. **Conrad, J.** The German Universities for the Last Fifty Years. pp. 333. Glasgow, 1885.

A statistical study of attendance, length of residence at University, home, migrations, parents, occupation, etc., of German students, with other special chapters on school benefit, the different faculties, high schools, etc.

11. **Cousin, V.** Rapport sur l'état de l'instruction publique en Allemagne. pp. 431. Paris, 1833. Published in English in 1833.

A work which, in its day, marked an epoch in France.

12. **Erler, W.** Die Direktoren-Conferenzen des preussischen Staates. pp. 272. Berlin, 1876.

Digest of the important papers read at these conferences up to date.

13. **Hall, G. Stanley.** Aspects of German Culture. pp. 318. Boston, 1881.

Contains educational matters.

14. **Hart, J. M.** German Universities. pp. 378. New York, 1874.

Mainly a narrative of personal experience.

15. **Heigebaur, J. F.** Das Volks-Schulwesen in den preussichen Staaten. pp. 272. Berlin, 1834.

16. **Hurst, J. F.** Life and Literature in the Fatherland. The result of four years' professional residence in Germany, and describes fully German domestic and social life, the schools, universities, and general educational features of the country. 8vo. New York.

17. **James, G. P. R.** On the Educational Institutions of Germany. 12mo. London.

18. **Jolly, Ludwig.** Unterrichtswesen. In G. Schoenberg's Handbuch der Politischen Oekonomie. pp. 937–1015.

A fresh and comprehensive statement, with a few citations of literature on each topic, by a well-known publicist.

19. **Mohl, Robert von.** Als Lehrer und Staatsmann. In Deutsche Rundschau. June, 1876.

20. **Northrop, B. G.** Education Abroad, and Other Papers. pp. 176. New York, 1873.

Especially Germany. Of small value.

21. **Payne.** A Visit to German Schools. pp. 138. London, 1876.

Interesting.

22. **Petersilie, A.** Die öffentlichen Volksschulen in Preussen im Jahre 1878. Berlin, 1882.

Valuable conspectus of statistics.

23. **Preyer, M.** Statistisches Jahrbuch der Stadt Wien.

Current years. Full on schools, charities, crimes, etc. Other large German cities publish year-books, with statistics of education.

24. **Schaff, Phillip.** Germany, its Universities, Theology, and Religion, with Sketches of Many Eminent Professors of Theology. pp. 418. Philadelphia, 1857.

25. **Schumann, J. C.** Dr. Karl Kehr, ein Meister der deutschen Volksschule, etc. pp. 251. Neuwied, 1885.

A good account of a representative contemporary German educator.

26. **Ward, A. W.** On some Educational Experiences of the German Renaissance. Paper, 8vo. London, 1878.

27. **Wiese, L.** Das Schulwesen in Preussen. pp. 740. Berlin, 1864.

Historical and statistical details by provinces. Still very valuable.

28. **Wurtz, A.** Les Hautes Études Pratiques dans les Universités d'Allemagne et d'Autriche-Hongrie. pp. 123. Paris, 1882.

Includes Berlin, Buda-Pest, Gratz, Leipzig, Munich, and contains many illustrations, plans of buildings, etc. Valuable.

29. **Perez.** German University Education, with Sketch of Public Schools. London, 1846.

30. **German** Educational Reformers. Hartford.

A volume gathered from Barnard's Journal of Education. See also S. B. Gould, Germany, Present and Past. N.Y. 1882. Chap. 7. Education.

See Ueber Deutsche lehre Schulen im Mittlealtes. Von G. H. Salzburg, 1885. — Also Laverenz, C. Die Medaillen u. Gedächnisszeichen der Deutschen Hoch Schulen. 1 Theil. Berlin, 1885. Eight views and sixteen tables of medals. — Teichmann, A. Die Universität Basel. Basel, 1885. A history of the last fifty years. — Kieke. Statistik der Universität Tubingens. 1877. — See W. C. Perry. German University Education. London, 1831. Criticised by Helmholtz in his Rectorrede, and referred to by Perry in the Rundschau. Feb., 1878. — See also Mayerhoff.—Also Howitt. Student Life of Germany. 8vo. pp. 467. New York, 1841. — Also J. Donaldson. Lectures on the History of Education in Prussia and England, and Kindred Topics. pp. 185. Edinburgh. — Also see important articles in the Revue Internationale d'Enseignement, by Willmann, Hollenberg, Dreyfus-Brisac, Krume, Dumernil, and Sarrazin.

d. In France.

1. **Allain.** L'instruction primaire avant la Revolution. 2 ed. 1881.

Largely historical.

2. **Arnold, M.** Education in France. pp. 291. London, 1867.

3. **Barnard.** Secondary Special Schools in France. pp. 47–64, Vol. 23; pp. 64–90, Vol. 24. American Journal of Education. Hartford, 1872–73.

4. **Bautain.** De l'éducation publique en France au xix Siècle. pp. 326. Paris, 1875.

A Catholic view.

5. **Beaussire.** La liberté de l'enseignement et l'université sous la troisième republique. Paris, 1884.

6. **Bersot.** Questions d'enseignement, 1880.

7. **Bert, P.** Rapport sur la loi l'enseignement primaire. Paris, 1880. pp. 365.

8. **Block.** Dictionnaire de l'administration francaise. 2 ed. pp. 1100. 1877.

See also Supplément Général, 1885. Contains much information in brief compass.

9. **Bouillier.** L'université sous M. Ferry. 1880.

10. **Bréal, M.** Quelques mots sur l'instruction publique en France. pp. 407, Paris, 1881.

1. L'école; 2. Lycée; 3. Les Facultés.

11. **Bulletin** administratif du Ministère de l'instruction publique. No. 675. Paris, 1885.

See current numbers.

12. **Chéruel, A.** Dictionnaire d'institutions de la France.

13. **Cournot.** Des Institutions d'instruction publique en France. pp. 575. Paris, 1864.

Contains a convenient resumé of much historical and other not readily accessible material on the organization of higher education in France.

14. **Delalain, Mm.** Annuaire de l'instruction publique et des beaux-arts pour l'année 1880. pp. 521, 164. Paris, 1881.

Contains an educational map of France.

15. **Detourlet.** La loi du 28 Mars 1882, sur l'enseignement primaire obligatoire. 1883.

16. **D'Ocagne, Mortimer.** Les Grandes Écoles de France. pp. 399. Paris.

    Includes military and civil schools; illustrated.

17. **Dubois, N. A.** Concours général. Devoirs donnés au concours général entre les élèves des lycées et colléges de Paris et de Versailles et au concours des départements, années 1866–74. Paris.

18. **Duruy, V.** Statistique de l'enseignement supérieur, 1865–68. pp. xlv, 773. Paris, 1868.

19. **Education** in France. pp. 144. Circular of Information of the Bureau of Education, Washington. No. 4, 1881.

20. **Ferneuil.** La reform de l'instruction publique. 2 ed. 1881.

21. **Gréard, M.** Instruction primaire en France. 4 vols. Paris, 1874.

    The best and fullest on this topic.

22. **Guizot, F. P. G.** Essai sur l'histoire et sur l'état actuel de l'instruction en France. Paris.

23. **Hahn, Ludwig.** Das Unterrichts-Wesen in Frankreich. pp. 746. Breslau, 1848.

    With history of the University of Paris.

24. **Johnston, David.** A General View of the Present System of Public Education in France, and of the Laws, Regulations, and Courses of Study in the Different Faculties, Colleges, and Inferior Schools, which now comprise the Royal University of that kingdom. Edinburgh, 1827.

25. **Jolly.** Die französische Volksschule unter der dritten Republik. 1884.

26. **Jourdain, M. C.** Rapport sur l'organisation et les progres de l'instruction publique. pp. 228. Paris, 1867.

Since 1850.

27. **Laveleye.** L'instruction du peuple. Paris, 1872.

28. **Nonus, S. A.** Les Batiments Scolaires. pp. 164. Paris, 1883.

29. **Rendu.** L'instruction primaire. 1873.

See also *Revue Internationale de Enseignement.* Paris (since 1880). See also VII. *c.* 3, and X.

30. **Schröder.** Das Volksschulwesen in Frankreich. 1884.

31. **Simon, Jules.** L'école. pp. 453. Paris, 1881.

1. Legislation in primary instruction, 1793–1867; 2. Education of girls; 3. Obligatory instruction; 4. Free education. Contains resume of statistics up to date. See Stanley, French Elementary Education. Nineteenth Century, March, 1883. See also valuable articles in the Rev. Internationale de l'Enseignement, by Dreyfus-Brisac, Leger, Hollenberg, Ferneuil, Benoist, Stapfer, Dumont, Gréard.

e. Miscellaneous.

1. **Bache, A. D.** Report on Education in Europe. pp. 668. Philadelphia, 1839.

One of the best and most influential of educational works ever published in this country. The author, with Calvin Stowe and Horace Mann, constitute a trio of names of great influence.

2. **Barnard, H.** National Education in Europe.

A volume compiled from his Journal.

3. **Barnard's** National Systems of Education. 2 vols. Hartford, 1880.

These two volumes are largely devoted to England, France, and Germany, but contain much material on other countries.

4. **Birmann, M.** Die Primarschulen (aus der Allgemeinen Beschreibung und Statistik der Schweiz). pp. 53. Zürich, 1874.

Description, statistics, curricula, etc., arranged according to the species of school.

5. **Branle.** Les établissement d'instruction et d'éducation en Belgique. pp. 121. Bruxelles, 1872.

Official, comprehensive, concise.

6. **Bulletin** du Ministère de l'Instruction Publique. Bruxelles.

Current numbers.

7. **Butt, I.** The Problem of Irish Education; an Attempt at its Solution. pp. 119. London, 1875.

8. **China.** Progress of Western Education in China and Siam. pp. 13. Bureau of Education, Washington, 1880.

9. **Dor, V. E.** L'instruction publique en Egypte. pp. 394. Paris, 1872.

10. **Eaton, J.** Education in Italy and Greece. pp. 8. Bureau of Education, Washington, 1883.

11. **La Fuente, V.** Historia de las universidades, colegios, y demás establecimientos de enseñanza in Espana. Tomo II. pp. 631. Madrid, 1885.

12. **Grob.** Statistik ueber das Unterrichtswesen in der Schweiz. 7 Bd. 1883.

13. **Hegarty, James L.** Primary Education in Victoria (Australia). In Victorian Review. Dec., 1879.

14. **Hippeau.** L'instruction publique en Italie. pp. 415. Paris, 1875.

A general view.

15. **Japanese** Department of Education. An Outline History of Japanese Education; prepared for the Philadelphia International Exhibition, 1876. pp. 202. N.Y., 1876.

16. **Japan.** Education in Japan. pp. 56. Circulars of Information of the Bureau of Education. No. 4. 1885. Washington.

17. **Jessen, I. C.** Grundzüge zur Geschichte und Kritik des Schul- und Unterrichtswesens der Herzogthümer Schleswig und Holstein, vom christlich wissenschaftlichen Standpunkte. pp. 419. Hamburg, 1860.

18. **Lauer, M.** Entwickelung und Gestaltung des belgischen Volksschulwesens seit 1842. pp. 194. Berlin, 1885.

19. **Lauer, M.** Entwickelung und Gestaltung des niederländischen Volksschulwesens seit 1857. pp. 320. Berlin, 1885.

20. **Lethbridge, K.** Higher Education in India. pp. 216. London, 1882.

A view of English schools there, and a plea for State colleges.

21. **Murray, E. C. Grenville.** The Russians of To-day. Chap. xxviii., Schools; xxix., Military Academies and Universities. Leipzig, 1878.

22. **Parvé, D. J. S.** Organisation de l'instruction primaire, secondaire et supérieure dans le Royaume des Pays-Bas. pp. 195. C. Leide, 1878.

23. **Pincott, Frederic.** Primary Education in India. In National Review. Feb., 1884.

24. **Pio, Prof.** Education in Greece. Circulars of Bureau of Education. Washington, 1883.

See also Education in Italy and Greece, by the Bureau. 1883.

25. **Portugal,** Education in. In Circular of Information of the Bureau of Education. Washington, 1872.

26. **Russians** of To-day, The. Murray, E. C. Chap. 17. Schools. Leipzig, 1878.

27. **Spain.** National Pedagogic Congress. Washington, 1882.

28. **Stowe, Calvin E.** Report on Elementary Instruction in Europe. Boston.

A work of much historical importance.

29. **Swiss** Teachers and Educators. Hartford. From Barnard's Journal of Education.

On this general subject consult also sections II. and VII., XI., and also the later sections on legal and administrative aspects of education. See Pisa and its University Galaxy. Sept., 1886. See also Curious Schools. By various authors. 12mo. Illustrated. Boston, 1881. See also l'Enseignement en Tunisie Foncin, Rev. d'Enseignement, 1882; en Algérie, 1883, pp. 697 and 817; en Italie, Bertholet, 1886, pp. 137; Belgique, Hymans, 1881, pp. 250.

XI.

WORKS ON SYSTEMATIC PEDAGOGY.

1. **Bain, A.** Education as a Science. pp. 453. New York, 1881.

2. **Beneke, F. E.** Erziehungs- und Unterrichtslehre. I. Bd. pp. 403; II. Bd. pp. 482. Berlin, 1876.

Application of the author's well-known psychological ideas to education, and formerly much used.

3. **Bock, E.** Der Volksschul-Unterricht. pp. 688. Breslau, 1879.

On the basis of Prussian law. A book full of practical details on the methods of teaching each common-school branch. One of the best German guides to school-keeping, and now much read in this country.

4. **Bormann, A.** Pädagogik für Volksschullehrer. pp. 299. Berlin, 1873.

On the basis of the law of 1872, with reference to public and normal schools.

5. **Colozza, G. A.** Sazzio di pedagogia comparata. pp. 104. Napoli, 1885.

6. **Denzel, B. G.** Einleitung in die Erziehungs- und Unterrichts-Lehre für Volksschullehrer. 1ter Theil. pp. 328. Stuttgart, 1825.

Once a standard.

7. **Diesterweg's** Wegweiser zur Bildung für deutsche Lehrer. 3 Bd. pp. 384, 573, 815. Essen, 1873–77.

Vol. I. General consideration and literature on elementary psychology, didactics, and methods.

Vol. II. Considers successively instruction in religion, object-lessons, reading, arithmetic, writing, drawing, singing.

Vol. III. Geography, history, science, geometry, French, English, the instruction of deaf-mutes, the blind, the idiotic, kindergarten, and gymnastic.

An old, and for a long time almost unrivalled, standard work, revised to date, with copious literature on each topic, including both pedagogical treatises and critical estimates of the value of all the leading German school text-books. Still widely used by teachers in Germany.

8. **Dittes, F.** Schule der Pädagogik. pp. 1024. Leipzig und Wien, 1880.

Contains I. Psychology. pp. 160.
II. Logic, to p. 241.
III. Theory of education and instruction, to p. 473.
IV. Method of the public school, to p. 755.
V. History of education and instruction, to p. 1004.

An important and comprehensive work. The author was for many years at the head of the Vienna pedagogium.

9. **Fitch, J. G.** Lectures on Teaching. pp. 393. New York, 1885.

Very valuable lectures by a practical teacher and inspector, chiefly by topics. See also his Art of Securing Attention, p. 43.

10. **Fricke, F. W.** Erziehungs- und Unterrichtslehre. pp. 810. Mannheim, 1881–82.

Objectivity of judgment and the mediation of antitheses are sought by the author. The plan is very comprehensive and original.

11. **Kellner, L.** Volksschulkunde. Ein theoretisch-praktischer Wegweiser für katholische Lehrer und Lehrerinnen, Schulaufseher und Seminarien. pp. 352. Essen, 1874.

12. **Kern, H.** Grundriss der Pädagogik. pp. 314. Berlin, 1881.

A good modern treatise by a Berlin gymnasial rector.

13. **Kloepper, Dr. K.** Grundriss der Pädagogik. pp. 183. Rostock, 1878.

For female teachers and female schools.

14. **Naegelsbach, C. F. v.** Edited by Autenrieth, G. Gymnasial-Pädagogik. pp. 175. 3d edition. Erlangen, 1879.

An old and standard work, condensed, and still valuable.

15. **Niemeyer.** Grundsätze der Erziehung und des Unterrichts. 3 vols. pp. 572, 734, 666. Halle, 1839.

An old, valued, and comprehensive work.

16. **Niedergesäss, R.** Handbuch der speciellen Methodik der elementaren Schulen. Wien, 1885.

Being published in instalments, with many co-workers and many illustrations; fuller than the preceding; valuable.

17. **Palmer, C.** Evangelische Pädagogik. pp. 736. Stuttgart, 1869.

A somewhat extreme, but tried and suggestive pietistic standard work.

18. **Piderit, Dr. Albert.** Zur Gymnasialpädagogik. 47 lectures. pp. 438. Gütersloh, 1877.

19. **Rappold, J.** Gymnasialpädagogischer Wegweiser. pp. 30. Wien, 1883.

Designed for beginners (or candidates) in gymnasial instruction. Contains a list of books and articles of value, arranged topically.

20. **Rosenkranz, K.** Pedagogics as a System. Translated by Anna C. Brackett. pp. 148. St. Louis, 1872.

The best presentation in English of Hegelian idealism applied to pedagogics.

21. **Roth, K. L.** Gymnasial-Pädagogik. pp. 472. Stuttgart, 1874.

First published in 1865, by an able and well-known gymnasial rector. A work still much read in Germany, and perhaps as good as anything in its special field, except Schrader.

22. **Schrader, W.** Erziehungs- und Unterrichtslehre für Gymnasien und Realschulen. pp. 590. Berlin, 1882.

I. Introduction, devoted to ethical and pedagogical relations.
II. General theory of education and instruction.
III. The special branches.

Fourth enlarged and corrected edition. By general consent the best, as it is the fullest, general treatise on pedagogic questions from the gymnasial standpoint. The author has had a long gymnasia experience.

23. **Schwartz.** Allgemeine Erziehungslehre. 8th ed. pp. 448. Leipzig, 1880. See also his Schul-Erziehungslehre. pp. 739. 1882.

The first is an old standard treatise on systematic pedagogy, newly edited.

24. **Thaulow, Dr. Gustav.** Philosophie der Pädagogik. pp. 212. Berlin, 1845.

Interesting compilation of ideas from Hegel.

25. **Waitz, T.** Allgemeine Pädagogik. pp. 552, lxxvi. Braunschweig, 1875.

One of the best from the standpoint of a purely Herbartian psychology. A work that has been much read, and had much influence upon university lecturers, by the eminent anthropologist.

26. **Zeschwitz, Gerhard von.** Lehrbuch der Pädagogik. pp. 291. Leipzig, 1882.

27. **Ziller, T.** Grundlegung zur Lehre vom erziehenden Unterricht. pp. 557. Leipzig, 1884.

The author, of whom this is the chief work, was for many years professor of pedagogy at the University of Leipzig. Although there are professors in nearly every German university who lecture on pedagogy, Ziller, with three or four others, devoted his entire energy to this department, holding seminaries, conducting practice classes in the gymnasium, editing a periodical, and having many pupils. This volume was re-edited after his death, and consists of two parts: (*a*) on the relation of instruction to government and to discipline; (*b*) determination of the end of instruction. Although very original and suggestive, the author's dependence upon Herbart is manifest.

28. **Ziller, T.** Vorlesungen über Allgemeine Pädagogik. pp. 344. Leipzig, 1876.

The first work for those to read who would acquaint themselves with the author's opinions. It follows its characteristic divisions. I. School government; II. Instruction, laws, and method; III. Discipline, character, culture.

The "systematic" character claimed for works of this class has often been vigorously denied, and the differences between systems has sometimes brought discredit upon the work of those who devote themselves to the study of educational problems. Of late, however, the best minds have been drawn from premature systematizing to the study of special problems, and in this lies the new promise of fecundity in this field.

XII.

WORKS IN THE FIELD OF GENERAL PEDAGOGY, OF A LESS SYSTEMATIC CHARACTER THAN THE PRECEDING.

1. **Abbott, J.** The Teacher. 285. Boston, 1833.

   The rare first edition.

2. **Anon.** Practical Education. 2 vols. pp. 344, 333. New York, 1801.

3. **Anon.** The Teacher's Manual of the Science and Art of Teaching. pp. 547. London, 1879.

4. **Bain, A.** Practical Essays. pp. 338. New York, 1884.

   Including chapters on civil service examinations, the classical controversy, metaphysical and debating societies, the university ideal, past and present.

5. **Barnard.** Library of Practical Pedagogy. 10 vols. Hartford, 1880.

6. **Barnard, H.** German Pedagogy. Views of German Educators on the Principles of Education and Methods of Instruction for Schools of Different Grades. pp. 640. Hartford, 1871.

   Republished from the American Journal of Education.

7. **Béesau, M. l'Abbé.** The Spirit of Education. pp. 325. Translated. Syracuse, N.Y., 1881.

8. **Blackie, J. S.** On Self-Culture. pp. 116. New York, 1874.

9. **Clarke, E. H.** The Building of a Brain.

10. **Ebeling, Ch.** Briefe über Erziehung; a vade mecum for parents and teachers. pp. 150. Hamburg, 1879.

11. **Eve. Sidgwick and Abbott.** Three Lectures on the Practice of Education. Cambridge, Eng., 1883.

In the Pitt. Press Series.

12. **Farrar, F. W.**, Editor. Essays on a Liberal Education. pp. 384. London, 1868.

C. S. Parker, On the History of Classical Education, p. 1.

H. Sidgwick, The Theory of Classical Education, p. 81.

J. Seeley, Liberal Education in Universities, p. 145.

E. E. Bowen, On Teaching by Means of Grammar, p. 177.

F. W. Farrar, On Greek and Latin Verse-Composition as a General Branch of Education, p. 205.

J. M. Wilson, On Teaching Natural Science in Schools, p. 241.

J. W. Hales, The Teaching of English, p. 293.

W. Johnson, On the Education of the Reasoning Faculties, p. 313.

L. Houghton, On the Present Social Results of Classical Education, p. 365.

13. **Fellenberg.** Letters from Hofwyl, by a Parent. pp. 372. London, 1842.

See Fellenberg discussed in Atlantic Monthly, May, 1879, by Robert Dale Owen, and by an earlier writer in the Atlantic, May, 1865.

14. **Frisch, F.** Pädagogische Streifzüge. pp. 176. Wien und Leipzig, 1883.

Twenty-seven brief and bright essays on topics nearly or entirely connected with the teacher's work.

15. **Grube, A. W.** Pädagogische Studien und Kritiken für Lehrer und Erzieher. pp. 294. Leipzig, 1882. Vermischte Aufsätze aus den Jahren 1845–60. pp. 406. Leipzig, 1860.

I. Pädagogische Lehren vom administrativen, philosophischen, kirchlichen und ärztlichen Standpunkte

II. Pädagogische Reiseskizzen.
III. Naturwissenschaft und Natursymbolik.
IV. Zum Unterricht in der deutschen Sprache.
V. Volksschullehrer-Praxis.
VI. Aus dem Gemüthsleben des Volks und seiner Lehrer.

Second Series. 1882.

I. Naturforschung und Christenthum.
II. Zur Aesthetik der Tonkunst.
III. Zur Entwickelungsgeschichte der Volksschule.
IV. Evangelische Erziehungs- und Unterrichtslehren.
V. Staatlicher Fortschrittsdrang und klerikale Hemmung.
VI. Zur Einrichtung, Zucht und Leitung des Unterrichts.

16. **Hamilton, Gail.** Our Common School System. pp. 358. Boston.

Sprightly and critical miscellaneous papers.

17. **Jessen, A. C.** Pädagogische Skizzen. 2 Bd. 148. Wien, 1874–76.

Three little volumes of brief and miscellaneous practical articles.

18. **Jütting, W. U.** Sprachliche und pädagogische Abhandlungen. pp. 443, 428. Aurich, 1868.

19. **Keber, Dr. A.** Zur Methodenkunde und Pädagogik. Gesammelte Aufsätze. pp. 272. Köthen, 1877.

20. **Kaiser, E.** Grundriss der Erziehungslehre für Kleinkinderlehrerinnen. pp. 72. Berlin, 1885.

21. **Kehr, C.** Die Praxis der Volksschule. 9th ed. pp. 490. Gotha, 1880.

For normal pupils.

22. **Kellner, L.** Aphorismen. Zur Pädagogik der Schule und des Hauses. pp. 179. Essen, 1878.

23. **Lorenz, O.** Ueber Gymnasialwesen, Pädagogik und Fachbildung. Wien, 1879.

24. **Mähr, F.** Schülerfehler, Lebensfehler und ihre Heilung. pp. 46. Wien, 1881.

Thirty defects. Shows some observation of children.

25. **Nitzsch.** Pädagogische Briefe. pp. 332. Leipzig, 1867.

Sprightly letters on many topics, mostly educational.

26. **Noiré, L.** Pädagogisches Skizzenbuch. pp. 331. Leipzig, 1874.

Language-study the basis of higher mental development; danger of one-sidedness in the study of language; schoolmasters' diseases; ideal culture; examples of poetic interpretation; progress in the knowledge of nature, and its influence on the mental life; and other papers.

27. **Page, D. P.** Theory and Practice of Teaching. pp. 358. New York.

Quite antiquated, but good.

28. **Payne, Joseph.** Lectures on the Science and Art of Education. pp. 389. London, 1880.

Very valuable. The author was the first professor of the science and art of education in the college of preceptors in London.

29. **Quain, R.** On Some Defects in General Education. pp. 112. London, 1870.

30. **Rosmini-Serbati, A.** Scritti vari di Metodo e di Pedagogia. pp. 512. Torino, 1883.

Valuable suggestions, but desultory in form and method, by the noted Italian philosopher.

31. **Scheve, Gustav.** Naturgesetze der Erziehung. pp. 96. Stettin, no date.

32. **Schmid-Schwarzenberg, F.** Briefe über vernünftige Erziehung. pp. 196. Wien, 1882.

Thirty-four short letters of advice to teachers.

33. **Schütze, F. M.** Evangelische Schulkunde. pp. 800. Leipzig, 1876.

34. **Spencer, H.** Education, and also his Essays on Educational Topics.

35. **Tate, T.** The Philosophy of Education; or, the Principles and Practice of Teaching. London. Republished in Syracuse, 1885.

36. **Taylor, J. O.** The District School. pp. 336. New York, 1834.

Of only historical value.

37. **Thompson, D. W.** Day Dreams of the Schoolmaster. pp. 328. Edinburgh, 1864.

Pleasant but desultory reading.

38. **Thring, E.** Theory and Practice of Teaching. pp. 256. Cambridge, England, 1883.

A very bright and suggestive book, by the head master of the Uppingham School.

39. **Vernaleken, T.** Die Anfänge der Unterrichtslehre und Volksschulkunde mit psychologischer Propädeutik. pp. 192. Wien, 1874.

I. Psychological propaedeutic; II. Instruction in the public school; III. The public school; IV. Instruction in language.

40. **Wagner, J. J.** System des Unterrichts oder Encyclopædie u. Methodologie des Gesammten Schul-studiums. Ulm., 1881.

In his works, Bd. 3.

41. **Wickersham.** School Economy.

42. **Willm's** Education of the People, with a preliminary dissertation on some points connected with the present position of education in England. pp. 250. 12mo. Translated. Glasgow, 1847.

43. **Wyss, F.** Pädagogische Vorträge zur Fortbildung der Lehrer. pp. 175. Wien und Leipzig, 1884.

Chapters on character culture, the relation of education to the *Gemüth*, the pedagogy of Herder, Diesterweg, Herbart, Ziller. The importance of Herbart and Pestalozzi are especially magnified. See a system of education for the infant King of Rome, and other French princes of the blood. London, 182 . Drawn up under the direction of the Emperor Napoleon. See also De institutione principis. London, 1619. Works of King James I. See also Adelaide and Theodore; or, Letters on Education, containing all the principles of education relative to the different plans of education, to that of princes and to that of young persons of both sexes.

The last two sections, especially XII., might very easily have been almost indefinitely extended.

XIII.

WORKS ON THE PSYCHOLOGY OF PEDAGOGY, OR ON SPECIAL PARTS OF IT.

1. **Ballauf, L.** Humanismus und Realismus. pp. 25. Vol. II. Päd. Studien von W. Rein. Eisenach, 1877.

2. **Barth, E.** Ueber den Umgang. Ein Beitrag zur Schul-Pädagogik. pp. 110. Langensalza, 1882.

   A Herbartian essay of some interest on an extremely important topic.

3. **Craig, A. R.** The Philosophy of Training. pp. 377. London, 1847.

   A still valuable, but somewhat antiquated, standard work.

4. **Dittes, F.** Naturlehre des Moralischen und Kunstlehre der Moralischen Erziehung. pp. 144. Leipzig, 1856.

5. **Fichte, J. E.** On the Nature of the Scholars, and its Manifestation. pp. 220. London.

6. **Fröhlich, G.** Die wissenschaftliche Pädagogik in ihren Grundlehren. pp. 164. Wien und Leipzig, 1883.

   A popular prize essay, containing a plea for the application of psychology to school work, and containing lists of educational or psychological books and journals.

7. **Hall, G. Stanley.** The New Psychology. Andover Review, 1884. The Education of the Will. Princeton Review, Nov., 1882. New Departures in Education. N. A. Review, Feb., 1885.

8. **Hooffman, U. J.** The Science of Mind Applied to Teaching. pp. 400. New York, 1885.

9. **Imme, T.** Die Fragesätze nach psychologischen Grundsätzen. pp. 62. In the Jahres-Bericht des Königlichen Gymnasiums zu Cleve. 1879.

10. **Klaiber, J.** Das Märchen und die kindliche Phantasie. pp. 44. Stuttgart, 1866.

Good.

11. **Lange, K.** Ueber Apperception. Eine psychologische-paedagogische Monographie. pp. 112. Plauen, 1879.

Good.

12. **Maàs, B.** Die Psychologie in ihrer Anwendung auf die Schulpraxis S. pp. 84. Breslau, 1885.

13. **Märkel, G.** Die Einbildungskraft und ihrer Bedeutung für Unterricht und Erziehung. pp. 34. Döbeln, 1878.

14. **Meyer, B.** Aus der ästhetischen Pädagogik. pp. 256. Berlin, 1873.

Six lectures on language, literature, music, art, art-industry, and pedagogical practice from an æsthetic, educational standpoint, by a popular professor of philosophy at the University of Bonn.

15. **Oehler, C.** Die Aufmerksamkeit der Kinder beim Unterricht. pp. 30. Leipzig, 1876.

16. **Pfisterer, G. F.** Pädagogische Psychologie. pp. 340. Gütersloh, 1880.

An attempt quite noteworthy in Germany to go beyond the psychology of Herbart and Beneke, which pervades so much of the technically pedagogical literature of that country, and to utilize and apply to pedagogical problems the newer psychology of Lotze, Ulrici, J. H. Fichte, Wundt, Trendelenberg, Sigwart, Lazarus, Horwicz and others, but dealing largely in quotations.

17. **Radestock, P.** Habit and its Importance for Education. Translated from the German by F. Caspari. Boston, 1886.

Covers mainly the entire field of pedagogical psychology, full of well-chosen quotations, and mainly empirical in its standpoint. Brief Introduction by G. S. Hall.

18. **Richter, A.** Die Concentration des Unterrichts in der Volksschule. pp. 92. Leipzig, 1865.

A valuable prize essay on a topic then much discussed in Germany.

19. **Scherfig, F. E.** Der psychische Wert des Einzel- und Classenunterrichts. Eine psychologisch-pädagogische Monographie. pp. 56. Leipzig, 1882.

A very suggestive thesis.

20. **Schnell, F.** Grundriss der Concentration und Centralisation des Unterrichts. pp. 159. Langensalza, 1860.

From Ziller's standpoint.

21. **Sidgwick, A.** On Stimulus. pp. 29–65. See the Lectures on Education. pp. 38. Cambridge, 1883.

22. **Strümpell, L.** Psychologische Pädagogik. pp. 368. Leipzig, 1880.

Rather more abstract Herbartian psychology than pedagogy.

23. **Tate, T.** The Philosophy of Education; the Principles and Practice of Teaching. pp. 330. Syracuse, 1884.

A good old English book, well worth reprinting in this country.

24. **Wiese, L.** Die Bildung des Willens. pp. 87. 9th edition. Berlin, 1879.

A valuable contribution to the subject. Cf. also Lippe, Culturgeschichte. III. Treats of mental culture. Also Essays of Benj. Rush. Philadelphia, 1798. Treats curricula, amusements, punishments, female education, etc., in a philosophic spirit. Also H. Dittmar, Tempament und Erziehung. pp. 57. Emden, 1885. — Walsemann, Das Interesse, sein Wesen u. sein Bedeutung f. d. Unterricht. Hannover, 1885. — Löhr, Ueber Pflege der Phantasie in der Volksschule. Danzig, 1885. — Krier, Das Studium und das privat-lectüre. pp. 291. Luxenburg, 1885. — Hartwig, Die Erziehungs Principien Dupanloups. Leipzig, 1885. — Israel, Die pädagogische Bestrebrugen E. Weigels. Zschoppau, 1885. — Hass, Die Psychologie als Grundwissenschaft der Pädagogik. Leipzig, 1885. — See Vico, works. — Chap. V. Blackwood, Philosophical Classics. Vico's educational ideas are important.

XIV.

PSYCHOLOGICAL AND ETHICAL WORKS WITHOUT IMMEDIATE REFERENCE TO EDUCATION, BUT RECOMMENDED TO TEACHERS.

1. **Bain, A.** The Senses and the Intellect, and The Emotions and the Will.

   His two chief works.

2. **Benn, A. W.** The Greek Philosophers. 2 vols. London, 1882.

   Very brilliant, chiefly from the standpoint of Zeller, of whose great standard this may almost serve as a popular resumé.

3. **Bowen, F.** Modern Philosophy, from Descartes to Schopenhauer and Hartmann. N.Y., 1877.

   Spicily written, and fullest and best on Kant and Schopenhauer.

4. **Carpenter, W. B.** Principles of Mental Physiology. pp. 737. New York, 1874.

   Scientifically antiquated, but containing many valuable suggestions for teachers.

5. **Ebbinghaus, H.** Ueber das Gedächtniss. Untersuchungen zur experimentalen Psychologie. Leipzig, 1885.

   A valuable experimental research on the carrying power of memory, cited as a favorable sample of a larger class of works in scientific psychology, of practical value in education.

6. **Galton, F.** Inquiries into Human Faculty and its Development. pp. 380. New York, 1883.

   A suggestive book for teachers interested in the psychological bearings of their work, but confined to a few topics

7. **Hamilton, Sir Wm.** Essays on Education, including a Review of Cousin on German Schools, Dalgarno on Teaching Deaf-Mutes, Mathematics, and Mental Discipline, State Control of Universities, University Rights of Dissentors, etc.

8. **Hoffman, F.** Der Einfluss der Natur auf die Kulturentwickelung der Menschen. pp. 36. Samml. Wiss. Vorträge. xx. S. H. 464. Berlin, 1885.

Anthropological, specifying climatic site, mineral resources, and plants and animals.

9. **Holmes, O. W.** Mechanism in Thought and Morals. pp. 101. Boston, 1871.

Parts of it bearing directly on education.

10. **Ireland, W. W.** The Blot on the Brain. Studies in History and Psychology. N.Y., 1886.

Contains chapters on left-handedness, unconscious cerebration, the relation of words to thought, etc.

11. **Joly, H.** Psychologie des grands hommes. pp. 280. Paris, 1883.

In the line of Galton. See also Radestock's Genie und Wahnsinn. Cf. also Candolle's Histoire des Sciences et des Savants. A study of French Academicians for two centuries. Reviewed in the Popular Science Monthly, May, 1886.

12. **Knight, W.**, Editor. Philosophical Classics for English Readers.

Very readable little volumes, each devoted to the life, character, and brief resumé of the system of eminent philosophers, by different writers. The series so far includes Descartes, Butler, Berkeley, Fichte, Kant, Hamilton, Hegel, Leibnitz, Vico, Hobbes, and Hume. Bacon and Spinoza are to come.

13. **Lazarus.** Das Leben der Seele. 3 vols. 1875.

The chief work of a Berlin professor of philosophy, saturated with his educational opinions.

14. **Lewes, G. H.** Physical Basis of Mind. Boston, 1877.

Some special problems in physiological psychology.

15. **Lotze, H.** Outlines of Psychology. pp. 120. Boston, 1885.

16. **Mayor, J. B.** A Sketch of Ancient Philosophy, from Thales to Cicero. pp. 254. Cambridge, England, 1881.

Chiefly ethical.

17. **Morris, Geo. S.** German Philosophical Classics for English Readers and Students.

Less popular, but more special, and of far more scientific value than Knight's series above. See also Prof. Morris' translation of Ueberweg's comprehensive History of Philosophy, in two vols.

18. **Müller, G. E.** Zur Theorie der sinnlichen Aufmerksamkeit. pp. 136. Leipzig.

A thesis vague, but suggestive.

19. **Ribot, T.** Maladies de Personalité. Paris, 1855.

Like the two following books, extremely popular resumés of more special works.

20. **Ribot, T.** The Diseases of the Will. pp. 45. New York, 1884.

21. **Ribot, T.** The Diseases of Memory. pp. 48. New York, 1883.

Like the preceding work, now published for fifteen cents in the Humboldt Library.

22. **Ribot, T.** German Psychology of To-day. pp. 307. N.Y., 1880.

A handy little digest of Herbart, Lotze, Wundt, Fechner, Helmholtz, and other experimental psychologists; see also his earlier work, English Psychology, N.Y., 1874, epitomizing J. S. Mill, H. Spencer, Lewes, Bain, and Bailey. These books of Ribot, especially the two last, are especially recommended to teachers.

23. **Spencer, H.** Illustrations of Universal Progress. pp. 451. New York, 1872.

Contains his essays on Progress, and also especially his Psychology (2 vols.), Manners and Fashion, Genesis of Science, Physiology of Laughter, Origin and Function of Music; Bain on Emotion and Will, Use and Beauty, Uses of Anthropomorphism; see also his Psychology, and especially the first volume.

24. **Steinthal, H.** Einleitung in die Psychologie und Sprachwissenschaft. pp. i, 496. Berlin, 1881.

Brilliant, and very valuable, especially for the study of attention in education.

25. **Sully, J.** Outlines of Psychology. pp. 711. London, 1884.

With educational references. A smaller volume, containing the parts especially devoted to pedagogy, has been independently published.

26. **Taine, H.** On Intelligence. pp. 514. New York, 1872.

The most painstaking of all the author's works, by which he wishes to be remembered. Implies much knowledge of morbid states.

27. **Tylor, E. B.** Primitive Culture. 2 vols. pp. 453, 426. London, 1871.

A standard work of much scientific interest for teachers interested in the nature of childhood, in the mental traits it has in common with savages.

28. **Ward.** See his article on Psychology in the new edition of Encyclopedia Britannica.

The author is one of the most acute of English psychologists, and has studied and lectured upon educational topics.

29. **Youmans, E. L.** The Culture Demanded by Modern Life. pp. 473. New York, 1873.

A well-known collection of essays and papers by eminent specialists, on the educational aspect and value of different departments of science. Read in this connection Taylor's Defence of Classical Studies, by many authors, prepared in a sense as a rejoinder to this book.

30. **Zeller, E.** Outlines of the History of Greek Philosophy. pp. 363. New York, 1886.

A convenient compendium of his great work, made by the author. These works are sampled from a large class as books which, in the opinion of the writer, every intelligent teacher can understand and profit by. 2, 3, 11, 15, and 16 can be read to open the field of history and philosophy, and, in part, ethics; 1, 4, 5, 6, 9, 10, 13, 18–21, as introductory to psychology.

XV.

THE STUDY AND OBSERVATION OF CHILDREN.

1. **Bartolomäi.** Der Anfang des Tastens, Sehens, und Hörens. 1872.

Ziller's Jahrbuch.

2. **De la Calle.** La Glossologie, Essai sur la science expérimentale du langage. 1881.

3. **Bowditch, H. P.** The Growth of Children: also a Supplementary Report; in eighth and tenth Reports respectively, of the Mass. Board of Health.

Based on many measurements, and showing rapidity of growth, and its causes, according to comfort, occupation, and parents. A research which has prompted several others in the field since.

4. **Bryant, Mrs. S.** Test of Children, as evinced by their Powers of Observation. Journal of Anthropol. Instr. Feb., 1868.

Applied to school children at the age of thirteen, by a method suggested by Mr. Galton.

5. **Champfleury.** Les enfants. pp. 336. Paris, 1872.

Gossipy, but readable.

6. **Darwin, C.** A Biographical Sketch of an Infant. Mind, July, 1877, London.

7. **Dupanloup.** The Child. pp. 299. Boston, 1875.

A Catholic view of child-nature, by a well-known prelate. Translated by R. Anderson.

8. **Egger, M.** Observation et reflections sur le développement de l'intelligence et du langage chez les enfants. pp. 102. Paris, 1881.

Valuable.

9. **Faust.** Die Perioden des menschlichen Lebens. pp. 84. Berlin, 1794.

Old views of childhood, now only curious.

10. **Ferri, L.** I primi stadi dell' intelligenza (nella Riv. La Filos. delle Scuole Italiane, Ottobre, 1879). I primi passi della volonta e del sentimento morale (Ibid., Ottobre, 1881). Nota sul sentimento del bello (Ibid., Giugno, 1883).

See also Rev. Philosophie, April, 1880.

11. **Freihold.** Lebensgeschichte der Menschheit, Culturgeschichtliche Forschungen. Especially Bd. I. Das Erste Leben der Menschheit, oder die Sinniliche Richtung. pp. 266. Jena, 1876.

12. **Fürst, F.** Das Kind und seine Pflege im Gesunden und Kranken Zustande. pp. 434. Leipzig, 1876.

A diatectic book by a physician.

13. **Geiger, A.** Zur Entwickelungsgeschichte der Menschheit. pp. 150. Stuttgart, 1878.

Philogenetic light shed on ontogenesis. Translated in the English Philosophical Series.

14. **Geiger, L.** Ursprung und Entwickelung der menschlichen Sprache und Vernunft. 1te Bd. pp. 486 (1868). 2tr, pp. 391. Stuttgart, 1872.

Though not pedagogical, and not devoted to the study of childhood, contains valuable contributions to the subject.

15. **Gelmini, Andr.** Studî psicologici ed educativi sul fanciullo. 16mo. pp. 151. Torino, 1886.

16. **Genzmer, A.** Untersuchungen über die Sinneswahrnehmungen des neugeborenen Menschen. Halle, 1873.

A thesis; valuable.

17. **Götze.** In die Volkspoesie und der Kind. 1872.

In Ziller's Jahrbuch, IV. Jahrgang.

18. **Goltz, B.** Buch der Kindheit. pp. 532. Berlin, 1847.

A book of considerable insight and literary merit, much read by German parents, but not scientific, or even methodic.

19. **Granville, J. M.** Youth: its Care and Culture. pp. 167. Greenwood. New York.

20. **Grohmann, J. C. A.** Ideen zu einer Geschichte der Entwickelung des kindlichen Alters. Psychologische Untersuchungen. pp. 420. 1817.

Contains some good observations, but thin and theoretical.

21. **Hall, G. Stanley.** The Contents of Children's Minds. Princeton Rev., May, 1882.

An empirical and statistical test of children entering the lowest primary class of the Boston public schools. See the same writer's report on child-study in the proceedings of the National Council of Education, 1885, containing a report on children's collections. Also a valuable study made on white and colored children in Kansas City, reported by Superintendent Greenwood in the Proceedings of the National Teachers' Association at Madison, Wis., 1884.

22. **Herzog, H., und Schiller, K.** Das Kind. Anleitungen zur rationellen physischen Erziehungsweise und Winke zur Entfaltung des Seelenlebens der Kinder. pp. 144. Pest, 1868.

23. **Hertel.** Overpressure in Schools. Translated. pp. 178. London, 1885.

Based on a careful study of the school children of Copenhagen.

24. **Holden, E. S.** Observations on Infants. Transactions of the Am. Philological Soc. 1875–77. Bulletin, Philosophical Society, Washington. Appendix VI.

Valuable.

25. **Hope, A. R.** (Pseudonym.) A Book about Boys. pp. 276. Edinburgh, 1868.

Their amusements, friendship, manners, books, etc.; popular.

26. **Johnson, J.** Rudimentary Society among Boys. Overland Monthly, Oct., 1883.

A valuable and original study. Republished later in the Johns Hopkins Historical Studies.

27. **Keber, A.** Zur Philosophie der Kindersprache. Gereimtes und Ungereimtes. pp. 132. Halle, 1868.

28. **Kriege, M. H.** The Child: its Nature and Relations. pp. 148. New York, 1872.

A free, popular rendering of Frœbel and Bülow.

29. **Kroner.** Sinnesempindungen des Neugeborenen. pp. iv, 37. Breslau.

From the Verhandlungen der aertzlichen Gesellschaft, IV.

30. **Kussmaul, A.** Untersuchungen über das Seelenleben der neugeborenen Menschen. pp. 40. Leipzig, 1859.

Very good.

31. **Lazarus, W.** Die Reize des Spiels. Berlin, 1883.

32. **Löbische, I. E.** Entwickelungsgeschichte der Seele des Kindes. pp. 134. Wien, 1851.

An oft-quoted book by a physician, who makes the diseases of children his specialty.

33. **Meyer, B.** Von der Wiege bis zur Schule. pp. 180. Berlin, 1877.

But few facts, and those chiefly through Frœbel's eyes. Its English translation is not accessible.

34. **Necker de Saussure, Madame.** Progressive Education, Commencing with the Infant. pp. 348. Boston, 1835.

A book of remarkable insight and originality, translated and abridged from the French. The full French edition, as well as the full German translation, has three volumes, the last on the education of girls.

35. **Paul, H.** The Clever Things said by Children. London, 1882.

Better than such titles commonly suggest.

36. **Peckham, G. W.** The Growth of Children. pp. 46. See 6th Annual Report of the State Board of Health, Wisconsin.

A statistical, anthropometric study.

37. **Perez, B.** L'Éducation dès le Berceau. Essai de pédagogie expérimentale. pp. 302. Paris, 1880.

Valuable suggestions from moral and æsthetic education, by an acute observer.

38. **Perez, B.** The First Three Years of Childhood, translated by Oliver M. Christie. pp. 292. London, republished in Chicago, 1885.

A most valuable book. Some small parts of the author's L'éducation dès le Berceau are incorporated, the latter book being more specially pedagogical.

39. **Perez**, Thierri Tiedemaur. La science de l'enfant. pp. 78. Paris, 1881.

40. **Ploss, H.** Das Kind in Brauch und Sitte der Völker. pp. 394, 478. Berlin, 1882.

A comprehensive and valuable anthropological study on naming, consecrating, feeding, observing, variously operating upon infants in different lands, following the child to adolescence.

41. **Ploss, H.** Das kleine Kind vom Tragbett bis zum ersten Schritt. pp. 120. Berlin, 1881.

An anthropological treatise on the ways of carrying, rocking, etc., infants among various peoples, savage and civilized.

42. **Pollock, F.** An Infant's Progress in Language. Mind. Vol. VI. pp. 104.

43. **Preyer, W.** Die Seele des Kindes. Beobachtungen über die geistige Entwickelung des Menschen in den ersten Lebensjahren. 2te Ausgabe. 2 Bde. 1886.

Part I. Describes the development of each sense.

Part II. The development of the will, as shown in impulsive, reflex, instinctive, imitative, expressive, and reflective muscular movements.

Part III. The development of the understanding, especially devoted to language.

Studies mainly on his own children. More extended than any general child-studies yet made. The author is professor of physiology at the University of Jena.

44. **Preyer, W.** Die specielle Physiologie des Embryos. pp. 320. Leipzig, 1884.

45. **Rau, H.** Geschichte der Entwickelung des menschlichen Geistes. pp.: 1ter Th., 390; 2ter, 469; Neustadt a. d. Haardt, 1882.

Culture history; very popular; almost commonplace; cited here as a good example of a large class of works showing the analogy between the stages of development in the child and the race.

46. **Riecke, G. A.** Erziehungslehre. pp. 350. Stuttgart, 1874.

Follows the successive periods of childhood and youth, without being distinctively anthropological.

47. **Rigutini, G.** Psicologia e pedagogia dell' infanzia. pp. 72. Milano, 1885.

Preface to the translation of Perez' work on the education from the cradle.

48. **Schmerz, L.** Unsere Kinder. pp. 318. Wien, 1882.

Seventy short papers on child life and culture.

49. **Schultze, F.** Die Sprache des Kindes. pp. 46. Leipzig, 1880.

An important and oft-quoted monograph.

50. **Schröder.** Die erste Anregung des Musiksinnes. Weimar, 1873.

51. **Semmig, H.** Das Kind. Tagebuch eines Vaters. pp. 270. 2d ed. Leipzig, 1876.

52. **Sigismund, B.** Kind und Welt. Vätern, Müttern und Kinderfreunden, gewiedmet. pp. 221. Braunschweig, 1856.

Devoted to the first five years of life. One of the most delightful and suggestive books ever written on this subject.

53. **Statistisches Jahrbuch.** Vierter Jahrgang. pp. 59. Berlin, 1871.

A systematic study of the intelligence of several thousand Berlin children on entering school. A very important work in which several eminent German scholars participated.

54. **Sully, J.** Babies and Science. Cornhill Mag., May, 1881.

Also baby linguistics. Eng. Illustrated Mag., 1884.

55. **Taine.** Acquisition du language. Rev. de Philos. 1876.

Also see Mind, April, 1877.

56. **Tiedemann.** Die vier erste Jahre meiner Kinder.

German original not known, but translated in Journal Général d'Instruction Publique, April, 1863. See also 39, above.

57. **Talbot, Mrs. E.** Papers on Infant Development. Proceedings of the American Science Circle, 1881. pp. 50.

But including new reports and the papers of Darwin and Taine.

58. **Vierordt.** Physiologie der ersten Kindheit, or a title to that effect, known to the writer only in an Italian translation.

59. **Weber, T.** Die Lüge der Kinder und deren Behandlung in Schule und Haus. pp. 43. Berlin.

In France several systems of questions, tests, and tables for recording observations, have been printed. See also the next section; for no system has been based primarily upon so direct an attempt to study the nature of childhood as the kindergarten.

XVI.

KINDERGARTEN.

1. **Anon.** Der Kindergarten in Amerika. pp. 31. New York, 1872. Steiger.

2. **Barnard, H.** Kindergarten Culture. Hartford.

3. **Barth, E.** Bilder aus dem Kindergarten. 212 woodcuts, and 12 plates.

4. **Buckland, A.** The Use of Stories in the Kindergarten, and the Happiness of Childhood.

5. **Kraus-Boelte, Maria, and John Kraus.** The Kindergarten Guide. An illustrated handbook designed for the self-instruction of kindergartners, mothers, and nurses. 8vo. New York.

   No. I. 1st and 2d Gifts. pp. 20.
   II. 3d–6th Gifts. pp. 118.
   III. 7th Gift. pp. 93.
   IV. 8th–10th Gifts. pp. 134.
   V. 11th–13th Gifts. pp. 81.

   Nos. I.–V., forming Vol. I., the gifts. pp. 453. With the "occupations" which follow this is one of the best and fullest guides in English.

6. **Bülow, Madame.** Die Arbeit. pp. 580. Berlin, 1868.

   An exposition of kindergarten theories.

7. **Bülow, Madame.** Hand Work and Head Work. Translated. pp. 144. London, no date.

8. **Bülow, Madame.** The Child and Child Nature. Free translation by M. H. Kriegs. pp. 186. London, 1879.

See also her Reminiscences of Frœbel, translated by Mrs. Horace Mann, with sketch of Frœbel's life, by Emily Shireff.

9. **Currie, J.** The Principles and Practice of Early and Infant School Education. With an Appendix of Hymns and Songs, with Appropriate Melodies. pp. 310. Edinburgh and London.

10. **Crew, Benj. J.** Our Jewels, and the Work of Resetting them. pp. 203. Philadelphia, 1883.

11. **Donai, A.** The Kindergarten. pp. 135. New York, 1871.

12. **Eckhardt, T.** Die Arbeit als Erziehungsmittel. pp. 23. Wien, 1875.

An attempt to carry the kindergarten system up through the eighth school year, learning by doing.

13. **Fellner, A.** Der Volkskindergarten und die Krippe. pp. 130. Wien und Leipzig, 1884.

Practical directions how to conduct them, with nineteen architectural illustrations, and a short list of books. A digest of laws and orders pertaining to the subject is appended. The author is director of an institute for the training of kindergarten teachers in Vienna.

14. **Fellner, A.** Vorlagen für Kindergärten. 32 Gaben. Wien.

A convenient set of pictured gifts, each one in a separate package, enclosing printed directions for use, and containing many illustrations.

15. **Foelsing.** Blüthen und Früchte der Kleinkinderschulen. pp. 152. Forst, 1880.

16. **Fröbel, F.** Gesammelte Schriften, edited by Lange. 3 vols. Berlin, 1862–3. Especially his Menschen Erziehung. 1826.

17. **Froebel, F.** Mother and Nursery Songs. Translated, with 50 illustrations. Steiger.

See also C. B. Hubbard's Merry Songs and Games for Kindergarten, with music, which, by personal instruction, the authoress has given some currency.

18. **Fröbel, F.** Die Pädagogik des Kindergartens. Gedanken F. Fröbel's über das Spiel und die Spielgegenstände des Kindes. Von W. Lange, Berlin, 1862.

19. **Goldammer, H.** The Kindergarten. A Handbook of Frœbel's Method of Education, Gifts, and Occupations. With introduction, etc., by Baroness B. v. Marenholtz-Buelow. Translated by William Wright. With 120 pages of illustrations.

20. **Goldammer, H.** Gymnastische Spiele und Bildungsmittel für Kinder von 3–8 Jahren. pp. 195. Berlin, 1879. Für Haus und Kindergarten.

21. **Hailman, W. N.** Kindergarten Culture in the Family and Kindergarten. A Complete Sketch of Frœbel's System of Early Education, adapted to American Institutions. For the Use of Mothers and Teachers. pp. 120. Cincinnati.

22. **Hohfeld.** Zur Philosophie der Vermittelung der Gegensätze. 1878.

The author compares Frœbel's mediation of opposites with the philosophies of Krause and Hegel. The best of a number of brief works on the kindergarten by the author.

23. **Illing, L.** Die organische Verbindung des Kindergartens mit der Schule.

24. **Koehler, A.** Die Praxis des Kindergartens. Weimar, 1878.

Three large volumes, with over sixty large plates. One of the best and fullest in German.

25. **Köhler, F.** Die Mutterschule. 1ter Th., pp. 194; 2ter., 136; 3ter, 186. Berlin, 1840.

26. **Kübler, Maria C.** Die Schule der Mutter. Ein Hand und Hülfsbuch für Mütter und Erzieherinnen. pp. 800. Leipzig, 1864.

27. **Meyer, Bertha.** Von der Wiege bis zur Schule. Berlin, 1877.

Good.

28. **Morgenstern, Lina.** Das Paradies der Kindheit. Eine ausführliche Anleitung für Mütter und Erzieherinnen. F. Fröbel's Spiel-Beshäftigungen in Haus und Kindergarten. pp. 292. Leipzig, 1878.

Second edition, 150 woodcuts. The authoress is well known among kindergarten teachers for many new departures, some of which have occasioned some criticism.

29. **Newton, Heber.** Free Kindergarten in Church Work.

30. **Peabody, Elizabeth P.** Guide to the Kindergarten.

Kindergarten. — What is it ? — Rooms, etc. — Music. — Plays, Gymnastics, and Dancing. — The Kindergartner. — Kindergarten Occupations. — Moral and Religious Exercises. — Object Lessons. — Geometry. Reading. — Grammar and Languages. — Geography. — The Secret of Power. — Moral Culture of Infancy. — Songs.

An old and once much-used book, by the venerable leader of the kindergarten movement in this country.

31. **Peabody, Elizabeth P.** Lectures in the Training Schools for Kindergartners. pp. 200. Boston, 1886.

32. **Richter, K.** Kindergarten und Schule. Leipzig, 1876.

Discusses plans for joining kindergartens to the public-school system, as an integral part of it. A very valuable prize essay.

33. **Riemer.** Des blinden Kindes erste Erziehung. 1879.

An argument that the kindergarten should admit and train blind children, as Libansky had found by trial the year before. See fuller report of introduction of kindergarten methods into a blind asylum, by M. Anagnos, Kindergarten and Primary School for the Blind. Boston, 1884.

34. **Shirreff, Emily.** Essays and Lectures on the Kindergarten. Principles of Frœbel's System, and their Bearing on the Higher Education of Women, Schools, Family, and Industrial Life. With Madame de Portugall's Synoptical Table.

35. **Schröter.** Das schwachsinnige Kind. 1879.

An account of an application of Frœbel's system to the training of idiots.

36. **Walter, L.** Die Fröbelliteratur. pp. 197. Dresden, 1881.

Attempts to give titles and a very brief digest of the contents of every important work pertaining to the kindergarten since 1838. Variously classified, not only by date, but by the standpoint of the writer, including those offered in the official reports on kindergarten by French, Belgian, and German commissions.

37. **Wendt, F. M.** Paedagogie der Kleinkinder Stube. pp. 99. Hermannstadt. pp. 99. 1870.

Contains a few good observations on childhood.

38. **Wiebe, E.** The Paradise of Childhood. A Manual for Instruction in F. Frœbel's Educational Principles, and a Practical Guide to Kindergartners. 74 Plates. pp. 78. Springfield.

See also a valuable work in press on Child Nature and Kindergarten, by E. Marwedel. Frau H. B. Schrader of Berlin, a very thoughtful and wise trainer of kindergarten teachers, has, like Mrs. Blow of St. Louis, written little herself, but her methods are set forth by her pupil, Mary Lyschinska of London in a recent work entitled The Kindergarten. See also Steiger's Kindergarten Tracts, and the official report of St. Louis, where the kindergarten is engrafted on the public school system. The magnificent kindergarten charity system, inaugurated in Boston by Mrs. Agassiz-Shaw, and the development of Frœbel's methods for more advanced classes, by F. Adler, in New York, should be referred to. See also the diction on industrial education. If Frœbel was mystic and enthusiastic, like Delsarte and Jahn, like them he based his system upon careful observation of human nature, and the deepest sympathy with those he worked for.

39. **Wilkie, S. E.** Stories for Kindergarten and Primary Schools. pp. 79. Boston, 1885.

XVII.

PLANS AND COURSES OF STUDY IN LOWER AND INTERMEDIATE SCHOOLS.

1. **Anon.** Lehrpläne für Volks- und Bürgerschulen in Nieder-Oesterreich. pp. 103. Wien, 1876.

2. **Bohme, I.** Die Organisation der Volksschule. pp. 124. Nördlingen, 1875.

3. **Courses** of Study in the Boston Schools. Boston, 1886.

4. **Courses** of Study in the San Francisco Public Schools, 1885.

5. **Dörpfeld, F. W.** Grundlinien einer Theorie des Lehrplans, zunächst der Volks- und Mittelschule. pp. 85. Gütersloh, 1873.

6. **Elementary** Education, Organization of, etc. pp. 512. See International Health Exhibition Report. Vol. xiii. Sec. A. London, 1884.

7. **Fröhlich, G.** Die Grundlehren der Schulorganisation nach den Forderungen der pädagogischen Wissenschaft und der Erfahrung für Lehrer, Schulbeamte, Schulkommissionen und Schulfreunde. pp. 54. Leipzig, 1880.

   A prize essay.

8. **Hartmann, J. N.** Pensen-Materal für ein- und zweiklassige Schule. Kassel, 1880.

9. **Israel, G. A.** Dörpfeld und die Classenzahlfrage. pp. 18. Pädagog. Studien, von W. Rein. III. Leipzig, 1880.

10. **Kreyenberg, G.** Lehrplan der höheren Mädchenschule. Mit Motiven und unter Berucksichtigung gesundheitlicher Forderungen. Iserlohn, 1878.

11. **Kunze, O.** Lehrplan für eine sechsklassige Volksschule. Leipzig, 1879.

12. **Manual** of the Graded Course of Instruction in the Primary Schools of Philadelphia, adopted by the Board, Feb. 12, 1884. pp. 77.

13. **Manual** of Discipline and Instruction for the Use of Teachers of the Primary and Grammar Schools under the Charge of the Board of Education, of the City of New York. 1884.

Two small volumes.

14. **Meyer, J.** Lehrpläne für die einfache Volksschule. (Halbtagsschule, einklassige, zwei- und dreiklassige mit 2 Lehrern, sowie dreiklassige Schule.) Hannover, 1879.

15. **Schornstein, R.** Ausführlicher Lehrplan einer vollständig organisirten höheron Mädchenschule und Lehrerinnen Bildungsanstalt. Elberfeld, 1874.

16. **Süssmann, G.** Die Stellung, Aufgabe und Organisation der 6 klassigen Bürgerschule. Unter steter Berücksichtigung der Volksschulen dargestellt. Hannover, 1875.

17. **Uhlig, G.** Die Stundenpläne für Gymnasium, Realgymnasien und lateinlose Realschulen in den bedeutendsten Staaten Deutschlands. pp. 52. Heidelberg, 1884.

A valuable and laborious compilation.

18. **Wade, A. L.** Graduating System for Country Schools. pp. 450. Boston, 1881.

See on this topic Z. Richards, True Order of Studies in Primary Instruction (Education, 1883); also works on general pedagogy, in which a chapter is often given to it; also many books in the next division (XVIII.); also the later sections devoted to special classes of schools, gymnasium, *real*-schools, etc.

XVIII.

PRIMARY CLASSES, ESPECIALLY READING AND LANGUAGE LESSONS.

1. **Ambros, J.** Wunschbuch. pp. 294. Wien, 1885. Spielbuch. pp. 160. Wien, 1883.

   Poetic wishes to relatives on new years and birthdays; directions for 400 games and plays for children.

2. **Böhme, A.** Die Methoden des ersten Leseunterrichts. Berlin, 1872.

   Very good.

3. **Büttner, A.** Der erste Schreib- und Leseunterricht in der Elementarschule. Berlin, 1876.

4. **Currie.** Early and Infant School Education.

5. **Dunton, L.** Methods of Teaching in German Schools. Annual Report of the Board of Education of Mass. 1886. pp. 261–283.

   A brief but interesting sketch of some months' observation, especially on the ways of teaching number and reading in elementary classes, by a well-known normal master.

6. **Engelien, A.** Die Geschichte des deutsch-sprachlichen Unterrichtes. pp. 50–87, in C. Kehr's Geschichte der Methodik. iii. Bd. Gotha, 1881.

7. **Goltzsch, E. T.** Anweisung zum grundlegenden Lese-, Schreib-, Recht-, und Schönschreibunterricht in der Unterklasse der Volksschulen. Berlin, 1871.

8. **Graser, J. B.** Elementarschule fürs Leben in ihrer Grundlage. Bayreuth, 1817.

   Of historical value for the famous system known by the author's name.

9. **Gill, J.** Notes on Lessons on the Art of Teaching Young Minds to Observe and Think. Illustrated by sketches. London.

10. **Grüllich, A.** Das erste Schuljahr. Kurze Instruction fur den Unterricht in der Seminarschule. pp. 52. Planen, no date.

A good normal plan.

11. **Fechner, H.** Die Methoden des ersten Leseunterrichts. pp. 304. Berlin, 1882.

Very valuable historically, and based on careful and extensive study of original authorities, who are often cited. Contains many facsimiles of rare and old primer pages, pictures of reading-machines, etc. The fullest and best of all histories of the subject, but written for the scholar rather than for the practical teacher.

12. **Förster.** Das erste Schuljahr. pp. 276. Leipzig, 1882.

Very good.

13. **Jacobi, F.** Lese-Unterricht. Nürnberg, 1851.

Historical, critical, methodological.

14. **Jacotot, J.** Der Universal-Unterricht. Zweibrücken, 1830.

Convenient German edition of the author's thoughts. See his works in VIII.

15. **Jutting, W.** Kritische Geschichte des ersten Leseunterrichts. Leipzig, 1872.

See also the psychological introduction (pp. iii.–xxiv.) to his ingenious primer, which represents the extreme "Schreib-lese" method.

16. **Kehr, C.** Der deutsche Sprachunterricht im ersten Schuljahre. 6te Auflage. pp. 211. Gotha, 1877.

An historical and theoretical part, both, especially the former, excellent, presentation in small space of very much learning and experience.

17. **Kellner, L.** Praktischer Lehrgang für den deutschen Sprachunterricht. Ein Hand- und Hüfsbuch für Lehrer an Volks- und Bürgerschulen. Altenburg, 1875.

18. **Kilian.** Neue Bahnen. Reform-Methodik. Method der deutschen Volksschule. 1. Die Schreib-lese-Methode. Strassburg, 1878.

19. **Klauwell, A.** Das erste Schuljahr. Praktische Anleitung für den ersten Unterricht im Anschauen, Sprechen, Zeichnen, Schreiben, Lesen, Memoriren, Singen und Rechnen. Leipzig, 1878.

An excellent book, by a very competent hand.

20. **Kriebitzsch, T.** Das Sprachstück und dessen Behandlung. pp. 1–50. In C. Kehr's Geschichte der Methodik. iii. Bd. Gotha, 1881.

Historical.

21. **Laurie.** Primary Instruction in Relation to Education. pp. 233. London, 1874.

Good.

22. **Malleson, Mrs. F.** Notes on the Early Training of Children. London, 1884.

23. **Marcel, C.** Language as a Means of Mental Culture and International Communication. pp.: vol. i., 425; ii., 416. London, 1853.

A once much-read book.

24. **March, F. A.** The Spelling Reform. pp. 36. Circulars of Information of the Bureau of Education. No. 7. Washington, 1881.

25. **Oehlwein, K.** Das Kindes erstes Buch. Leipzig, 1874. With another explanatory pamphlet, entitled Psychologische Grundlage und Gebrauchesanweisung zu des Kindes ersten Buch.

An unique, interjectional method of teaching reading, developed with much psychological ingenuity, by a pupil of Ziller's.

26. **Parker, F. W.** Tracts for Teachers.
I. Spelling.
II. Reading.
III. Talking with the Pencil.

27. **Pestalozzi.** Buch der Mütter, oder Anleitung für Mütter ihre Kinder bemerken und reden zu lehren. 1803.

Of historical value. See historical accounts of his methods in VII. and VIII.

28. **Rein, W.; Pickel, A.; und Scheller, E.** Das erste Schuljahr. Ein theoretisch-praktische Lehrgung für Lehrer und Lehrerinnnen. pp. 178. Eisenach, no date.

With a primer in illustration of the scheme here developed. In successive volumes the first six school years are separately treated by Ziller-Herbartian methods, according to which the entire school work of the first year centres about twelve carefully prepared Grimm's tales; in the second, about Robinson Crusoe. See especially Das dritte Schuljahr, where all centres about tales from the Old Testament. pp. 148. Kassel, 1880.

29. **Richter, Albert.** Der Unterricht in der Muttersprache und seine nationale Bedeutung. pp. 144. Leipzig, 1872.

A prize essay.

30. **Rügg, H. R.** Die Normalwörtermethode. Nach ihrer geschichtlichen Entwickelung dargestellt und beleuchtet. Zürich, 1876.

31. **Schäfer, F.** Ueber die Wichtigsten der heute herrschenden Leselehrmethoden. Welche verdient den Vorzug? Frankfurt a. M., 1876.

A valuable prize essay, with much fine analytic thought.

32. **Schindler, L.** Theoretische-praktische Handbuch für den ersten Schulunterricht. 2 Theile. pp. 320, 335. Leipzig, 1876–77.

Best and fullest part of it is on teaching the mother language.

33. **Seltzsam, K.** Jacotot's Methode in ihrer Anwendung auf den ersten Leseunterricht und die schriftlichen Uebungen. Breslau, 1841.

Of some historical value.

34. **Sheridan, Thomas.** British Education, or the Source of the Disorders of Great Britain. Being an essay toward proving that the immorality, ignorance, and false taste that generally prevail, are the natural and necessary consequence of the present defective system of education. With an attempt to show that a revival of the art of speaking and the study of our own language might contribute in a great measure to the cure of these evils. pp. 536. London, 1756.

A curiosity.

35. **Skrodzki, W.** Anleitung zum deutschen Schreib- und Leseunterricht in utraquistischen Schulen. Breslau, 1877.

36. **Schulz.** Gedanken über den Schreib-Lese-Unterricht. Düsseldorf, 1879.

37. **Stephani, H.** Kurzer Unterricht in der gründlichsten und leichtesten Methode, Kindern das Lesen zu lehren. 1804.

Of much historical importance.

38. **Stickney.** A Primer. Boston, 1885.

See two pages of author's "Announcement," at the beginning of a unique method, well worth the study of teachers.

39. **Supervisors** of Boston Schools. Method of Teaching Reading in the Primary Schools. pp. 35. Boston, 1883.

Report adopted after much discussion.

40. **Wagner, H. E.** Bilder für den Anschauungs-Unterricht in Schule und Haus in's Besondere zum Gebrauch bei Lebensbilder. Von Berthelt, Jäkel, Petermann, und Thomas. 19 Tafeln, 12 x 15 in. Dresden.

With plates, each containing one colored object with name beneath, and used for object lessons, conversation, reading, and writing.

41. **Weber, A.** Die vier ersten Schuljahre in Verbrindung mit ernen Fröbel Lehen Kindergarten. pp. 70. Gotha, no date.

Good.

42. **Wheeler, W. H.** A Book of Language Lessons for Children of all Ages. Andover, Mass. 1885.

An original and ingenuous scheme.

43. **Wilke, C., und Bormann, K.** Bilder-Tafeln für den Anschauungs Unterricht. 16 Tafeln, 16 x 21 in., colored. Braunschweig, 1874.

Designed for advanced work in the vernacular, or for classes in foreign and modern languages.

44. **Winckelmann und Söhne.** Bilder für den Anschauungs- und Sprachunterricht. 6 Tafeln, 30 x 38 in. Berlin.

Large colored plates, crowded with scenes, details, and persons, chiefly from the country. A novel kind of art, very effective with children.

45. **Organization** of Elementary Education, etc. pp. 512. Vol. xiii. See International Health Exhibition, London, 1884. Section A.

The same as **XVII.** 4.

See also in connection with this topic the valuable researches of Javal, published in the *Revue Scientifique*, 1879–81, showing modified typography, length of line, etc., adapted to primers and children's eyes. A book on this subject has been announced by Javal. See also essays on the Philosophy of Instruction; or, the Nurture of Young Minds. pp. 34. Greenfield, Mass., 1832. A queer little pamphlet, published as an ingenious advertisement of Franklin Primer. Material on this topic is found in histories of education and treatises of pedagogy.

XIX.

OBJECT LESSONS. [ANSCHAUUNGS UNTERRICHT.]

1. **Barnard.** Object Teaching, and Oral Lessons on Social Science and Common Things, with Various Illustrations of the Principles and Practice of Primary Education, as adopted in the Model and Training Schools of Great Britain. pp. 434. Hartford, 1880.

2. **Breiden, J.** Theoretisch-praktische Anleitung für den Anschauungs Unterricht. Essen, 1880.

3. **Calkins, N. A.** Primary Object Lessons. New York, 1861.

   See his manual of object lessons, 1882.

4. **Delbrück, J.** Les Recréations instructives sur les animaux, les arts et metiers, l'agriculture, l'industrie, les sciences et autres sujets variés. pp.: T. i, 252; T. ii., 248. Paris. 12 Tableaux synoptiques coloriés.

   Many bright-colored pictures for children, instanced as a favorable sample of French picture-books for children.

5. **Denzel's** Entwurf des Anschauungs Unterrichts in katechetischer Gedankenfolge. pp. 388. Altona, 1879.

6. **Dietlein, R.** Der vereinigte Anschauungs-Sprech-Schreib-Lese-Unterricht auf der Unterstufe. Wittenberg, 1879.

7. **Duessing, G.** Der Anschauungs Unterricht in der deutschen Schule. Von A. Comenius bis zur Gegenwart. pp. 152. Frankenberg, 1885.

   A valuable historical pamphlet.

8. **Fuhr, J. H., und Ortmann, J. H.** Der Anschauungs Unterricht in der Volksschule. Oder: Anschauen, Denken, Sprechen und Schreiben zur Begründung der Realien, des Styls und der Grammatik. Dillenburg, 1876.

9. **Grant, Horace.** Exercises for the Improvement of the Senses, and Providing Instruction and Amusement for Children who are too Young to Learn to Read and Write. 18mo. London.

10. **Richter, K.** Der Anschauungsunterricht in den Elementarklassen. pp. 214. Leipzig, 1875.

A prize essay.

11. **Ross, Mary Ann.** How to train Young Eyes and Ears: being a Manual of Object Lessons for Parents and Teachers. London.

12. **Sheldon.** Lessons on Objects. New York.

13. **Schmidt, P. V.** Die Geschichte des Anschauungsunterrichtes. pp. 254–327. ii. Bd. C. Kehr, Geschichte der Methodik. Gotha, 1879.

Very interesting and scholarly, and rather supplementary than covering the same ground as Duessing. [XIX. 6.]

14. **Söder, H.** Veranschaulichung der Zeiteintheilung (zwei colorirte Tafeln). Ein Lehrmittel zum Anschauungs-Unterrichte in Elementarschulen, Volksschulen, Taubstummen-Anstalten, Idiolen-Anstalten, Schulen für Schwachbefähigte, Kindergärten, etc. Wien, 1874.

A curious bit of toy apparatus of paper and pasteboard.

15. **Treuge, J.** Der Anschauungs-Unterricht. Seine theoretische Begründungund und praktische Ausführung. Münster, 1879.

16. **Welch.** Object Lessons. New York.

17. **Wille.** Veranschaulichungs-Apparate. pp. 109. Desitzsch, 1870.

Number lessons only.

18. **Willson, M.** Manual of Information and Suggestions for Object Lessons, in a Course of Elementary Instruction. Adapted to the Use of the School, and Family Charts, and Other Aids in Teaching. pp. 336. New York.

19. **Wrage, C.** Denzel's Entwurf des Anschauungs-Unterrichtes in Katechetischer Gedankenfolge. Praktische Ausgefühst. Altona, 1879.

See also many titles bearing on this topic, under the headings *Primary Classes*, and science teaching, elementary mathematics, geography, etc. See also chapters and sections on this topic in nearly all the pedagogical treatises and the history of object-lesson methods from Bacon, Comenius, and Locke, to Pestalozzi and Frœbel.

XX.

WRITING.

1. **Dietlein, H. R.** Wegweiser für den Schreibunterricht. Leipzig, 1876.

2. **Ferbers, J. H., und Nienhaus, H.** Anleitung zur Ertheilung eines gründlichen Unterrichts im Schön- und Schnellschreiben der deutschen und englischen Currentschrift nach der Taktschreib-Methode. Berlin, 1879.

3. **Hesse.** Der Schreibunterricht. Ein Versuch, die Methode dieses Unterrichtsgegenstandes auf Psychologie zu basiren. Schweidnitz, 1860.

4. **Hillardt, F. K.** Der Schreib-unterricht nach der stigmographischen Methode für Elementar-unterricht. pp. 28. Wien, 1873.

   The best exposition of the dot-method of guidance in forming and teaching script characters.

5. **Kaplan, H.** Katechismus des Schreibunterrichts. pp. 131. Leipzig, 1877.

6. **Metzner, A.** Der Schönschreibunterricht im Dienste des deutschen Sprauchunterrichtes. pp. 89. Wien, 1881.

   Introducing the prescribed uniform orthography.

See additional reference on writing in XVIII. and XI. This topic is very seriously, and often almost professionally, taught in German schools.

XXI.

NUMBER AND ELEMENTARY MATHEMATICS.

1. **Böhme, A.** Anleitung zum Unterricht im Rechnen. pp. 387. 1879.

A very detailed and much-used handbook of methods. See also as models of cheapness his series of school arithmetics, each containing thousands of examples, and costing but a few pennies.

2. **Böhm, J.** Die zeichnende Geometrie. Vorschule für Geometrie und techisches Zeichnen. Nürnberg, 1878.

3. **Bopp, Carl.** Anschaulichen Unterricht in dem metrischen System. pp. 46. Ravensburg, 1872.

4. **Braeutigam, H.** Methodik des Rechen-Unterrichtes auf den ersten Stufen mit Hilfe von Tillich's Rechen-Kasten. pp. 77. Wien, 1878.

An elementary, applicable only to this simple and ingenious block-method, of the capabilities of which it is the best illustration.

5. **Bretschneider.** Die Geometrie und die Geometer vor Eukeides. Leipzig, 1870.

Contains educational hints.

6. **Büttner, A.** Der Rechenunterricht in der Elementarschule. Stolp, 1871.

7. **Chasles, M.** Aperçu historique sur l'origine et le développement des méthodes en Géométrie. pp. 572. Paris, 1875.

A learned and not primarily educational work, but contains much matter of practical value to teachers.

8. **Colburn, Z.** A Memoir, written by himself, containing an account of the first discovery of his remarkable powers; his travels in America, and his residence in Europe; a history of the various plans devised for his patronage; his return to this country, and the causes which led him to his present profession; with his peculiar methods of calculation. pp. 204. Springfield, Mass., 1883.

9. **Davies, Chas.** The Logic and Utility of Mathematics, with the Best Methods of Instruction explained and illustrated. pp. 375. New York, 1850.

10. **Fialkowski, N.** Die zeichnende Geometrie oder Anleitung zum Zirkelzeichnen für Ackerbauschulen. Wien, 1879.

With many illustrations.

11. **Giesing, C. J.** Patent-Rechenapparat. Nebst Anweisung z. Gebrauch. 8. pp. 80. Döbeln, 1885.

12. **Gerhardt, C. J.** Geschichte der Mathematik in Deutschland. Minethen, 1877.

Some educational matter.

13. **Göpfert, E.** Der Rechenunterricht in den drei ersten Schuljahren. Dargestellt im Auftrage des pädagogischen Seminars an der Universität (Jena). Eisenach, 1877.

14. **Grohmann, E.** Das Rechnen in neuer Form. Wien, 1875.

15. **Grube, A. W.** Leitfaden für das Rechnen in der Elementarschule nach den Grundsätzen einer heuristischen Methode. pp. 138. Sixth edition. Berlin, 1881.

A very important work. The book which introduced the system, named from the author, confining the first number-work to ten, etc.; lately translated and published in New York (S. R. Winchell & Co.) under the title of Grube's Method. See also Soldan, Louis. Grube's Method. Two essays on elementary instruction in arithmetic, with practical hints and illustrations for primary teachers. pp. 44. Chicago. See also Mace, Jean. Grandpapa's Arithmetic, or the Story of Two Little Apple Merchants. pp. 142. New York.

16. **Hooper, W.** Rational Recreations, in which the Principles of Numbers and Natural Philosophy are clearly and rationally elucidated by a series of easy, entertaining, interesting experiments, among which are all those commonly performed with cards. 4 vols. Illustrated. London, 1787.

17. **Jänicke, E.** Der Rechenunterrichte in der Volksschule. Gotha, 1879.

See also his Geschichte des Rechenunterrichts in Kehr's Geschichte der Methodik. Bd. i. pp. 780. A valuable and convenient compend.

18. **Lindner, G. A.** Rechnen in Bildern. Zehn Blätter nebst erläuternden Texte. Wien, 1875.

A clever synthesis of several systems, on the basis of the "Russian System." The charts are all ready for schoolroom use.

19. **Lösser, J.** Das Kopfrechnen in den deutschen Schulen. Weinheim, 1874.

20. **Mausberger, C. T.** Das erste Rechnen in Schule und Haus. pp. 24. Glauchan, 1874.

An explanation of the use of the Russian reckoning apparatus, lately introduced into this country in several systems of number-charts, but not in its original form, *e.g.*, in Parker's arithmetical charts.

21. **Parks, Uriah.** Lectures on the Philosophy of Arithmetic, and the Adaptation of that Science to the Business Purposes of Life; with numerous problems, curious and useful, solved by various modes; with explanations designed to make the study and application of arithmetic pleasant and profitable to such as have not the aid of a teacher, as well as to exercise advanced classes in schools. pp. 395. Philadelphia, 1855.

22. **Quitzow, W. A.** Die Reform im Rechenunterricht. Güstrow, 1879.

23. **Schaehle, F. G.** Der erste Rechenunterricht. pp. 76. Wien, 1876.

A teacher's text-book.

24. **Scherer, G.** Andeutungen zur Ertheilung des Rechenunterrichts in der Volksschule. Tauberbischofsheim, 1873.

25. **Schmidt, W.** Der Rechenunterricht in der Volksschule. Ein Handbuch für den Lehrer. Wittenberg, 1876.

26. **Schubert, K.** Das Dezimalrechnen in den unterren 3 Klassen der Volks- und Bürgersschulen. Ein Beiträg zur Methodik des Rechenunterrichtes. Wien, 1877.

27. **Schubert, K.** Das Flächenmodell beim Unterrichte in der geometrischen Formenlehre. pp. 47. Wien, 1879.

A method of elementary geometry.

28. **Schütze, E. T.** Praktische Anweisung zur Behandlung der Bruchrechnung und der bürgerlichen Rechnungsarten für angehende Lehrer. Zugleich ein ausgeführter Lehrgang in 6 Kreisen. Leipzig, 1877.

29. **Schurig, G.** Geschichte der Methode der Raumlehre im deutschen Volksschuleunterrichte. Kehr's Geschichte der Methodik. Bd. i. pp. 460.

Very good.

30. **Stoy, H.** Zur Geschichte der Rechenunterrichts. Jena, 1876.

31. **Stubba, A.** Anweisung für den Rechenunterricht. Leipzig, 1875.

32. **Stubenvoll, G.** Kritik der Salbergschen Sachrechnenmethode. München, 1876.

33. **Verordung** des konigd. Ministeriums. Lehrpläne für das Zeichnen und die geometrische Formenlehre. pp. 33. Wien, 1874.

Sanctioned by the ministry of instruction in Vienna.

34. **Villicus, F.** Zur Geschichte der Rechenkunst mit besonderer Rücksicht auf Deutschland und Österreich. Enthallend 25

Illustrationen und zwei Tabellen. Vergleichende Zusamenstellungen von Zahlwörtern aus 59 Sprachen. pp. 100. Wien, 1883.

Describes the number-signs and systems of ancient peoples, and the kinds of apparatus used in teaching. A work of much historical value.

35. **Wittstein, J.** Die Methode des mathematischen Unterrichts. Nebst Proben einer schulmässigen Behandlung der Geometrie. Hannover, 1879.

36. **Index** Method. Pedagogics of Mathematics. Jahrbuch über die Fortschritte der Mathematik, v. C. Ohrlmann. 15 Bd. Berlin, 1885.

See also additional literature under XVIII., above; also the general pedagogics.

See also a forthcoming work by T. H. Safford, professor of mathematics in Williams College, entitled "Mathematical Teaching, and its Modern Methods," to be probably of high pedagogic value, as the result of wide reading and long and varied experience. The methods of teaching elementary mathematics, which have occupied so much time in American schools, as well as the order of mathematical studies, are now undergoing a slow modification.

XXII.

READING (HOW AND WHAT) IN HIGHER CLASSES, INCLUDING VERNACULAR LANGUAGE-STUDY AND COMPOSITION-WRITING.

1. **Bumüller und Schusler.** Das Lesebuch in der Volksschule. Freiburg, 1861.

2. **Büttner, A.** Der Sprachunterricht in der Oberklasse der Volksschule. Die Behandlung des Lesebuch, nachgewiesen an 80 Lesestücken. Berlin, 1875.

3. **Cholevius, L.** Praktische Anleitung zur Abfassung deutscher Aufsätze. Leipzig, 1878.

4. **Cholevius, L.** Dispositionen und Materialien zu deutschen Aufsätzen über Themata für die beiden ersten Klassen höherer Lehranstalten. Leipzig, 1880.

5. **Diesterweg, F. A. W.** Anleitung zum Gebrauch des Schul-Lesebuches. Crefeld, 1836.

6. **Diesterweg, F. A. W.** Beiträge zur Begründung der höherer Leselehre. Crefeld, 1859.

7. **Engelien, A.** Sammlung von Musteraufsätzen für die Mittelklassen höherer Knaben- und Mädchenschulen und für die oberen Klassen gehobener Volksschulen. Berlin, 1879.

8. **Fischer, E.** Die Grossmacht der Jugend- und Volksliteratur. pp. 512. Am Walde bei Wien, 1877.

Mainly titles, followed by descriptions of select literature for children and youth. See also G. W. Hopf, Mitheilungen ueber Jugend Schriften. Fursh, 1856. In this country, B. G. Northrup, and others, have collected lists of favorite juvenile reading. See a pamphlet reprint from the Pall Mall Gazette, entitled *The Best Hundred Books*, as selected by many writers. 1886.

9. **Green, S. S.** Libraries and Schools. pp. 126. N. Y. 1883.

With introduction by C. F. Adams, Jr. See also W. E. Foster's Libraries and Readers, which is rich in suggestiveness. N. Y. 1883. Also K. Fisher, The Proper Use of School Libraries. pp. 12. Sacramento, 1881.

10. **Greenwood, T.** Public Libraries. pp. 456. London, 1886.

11. **Hall, G. Stanley.** School Reading, How and What.

A forthcoming pamphlet.

12. **Herzog, D. G.** Stoff zu stilistischen Uebungen in der Muttersprache. Für obere Klassen von Gymnasien und höhere Lehranstalten. Braunschweig, 1879.

13. **Hiecke, R. H.** Der deutsche Unterricht auf deutschen Gymnasien. Leipzig, 1842.

14. **Kehr, C.** Theoretisch-praktische Anweisung zur Behandlung deutscher Lesestücke. Ein praktischer Lehrgang für den deutschen Sprachunterricht in einer ungetheilten Volksschule. Gotha, 1878.

15. **Laas, E.** Der deutschen Unterricht auf höheren Lehranstalten. Berlin, 1872.

By the late distinguished positivistic professor of philosophy at Strassburg, who was for years, during the early part of his life, engaged in gymnasial work.

16. **Laas, E.** Der deutsche Aufsatz in den oberen Gymnasialklassen. 2 vols. Berlin, 1877–8.

This and the preceding are among the very best works on teaching the vernacular.

17. **Lange, O.** Das deutsch Lesebuch als Mittepunkt der Lehrstoffe und Lehrkunst.

A much-read contribution to the subject.

18. **Müller, J.** Die Auswahl des Lesebuchstoffes. Plauen, 1878.

A very important topic, not yet satisfactorily treated.

19. **Otto, F.** Anleitung das Lesebuch als Grundlage und Mittelpunkt eines bildenden Unterrichts in der Muttersprache zu behandeln. Leipzig, 1873.

20. **Rudolf, L.** Practisches Handbuch für den Unterricht in deutschen Stilübungen. Berlin, 1880.

21. **Schoene, Gust.** Griechische, römische, deutsche Mythen u. Sagen f. den Unterricht in den unteren u. mittleren Klassen höherer Schulen. 7 Aufl. 8. 64 S. Iserlohn, 1885.

22. **Seemüller, J.** Die Sprachvorstellung als Gegenstand des deutschen Unterrichts. pp. 32. Vienna, 1885.

23. **Shedd, W. G. T.** The Influence and Method of English Studies, and Other Papers in his Literary Essays. 1879.

24. **Trauer, L.** Die Verwendung des deutschen Lesebuchs fur den deutschen Unterricht im Gymnasien und Realschulen. pp. 106. Schaffhausen, 1861.

Illustrated by Götzinger's Reader.

25. **Weiss, K.** Religiös-sittliches Element in der deutschen-Sprache und Literatur in weiblichen Fortbildungsanstalten. Erfurt, 1876.

26. **Winsor, J., and Robinson, O. H.** College Libraries as Aids to Instruction. Boston, 1881.

Circulars of information of the Bureau of Education, No. 1, 1880. See also document of the department, entitled Library Aids, 1881.

This topic is attracting very wide and serious attention. The great interest excited among teachers during the last few years on how to teach reading, seems passing to the later question of *what* to teach. See also the works in XI., and the pedagogics.

XXIII.

RHETORIC AND ELOCUTION.

1. **Bacon, A. M.** A Manual of Gesture. pp. 260. Chicago, 1873.

   A curious and interesting theory.

2. **Behnke, E.** The Child's Voice.

3. **Delaumosne, M. l'Abbe.** The Art of Oratory, System of Delsarte. Translated by F. A. Shaw. pp. 170. Albany, 1882.

   Delsarte had great personal influence upon his pupils, but published little. Prof. Munroe, the well-known elocutionist, shows his influence in his later work. See also G. Stebbins' Delsarte System of Dramatic Expression, with Charts.

4. **Durant, Ghislani, M.D., Ph.D.** Hygiene of the Voice. pp. 188. New York, 1879.

5. **Cohen, J. Solis, M.D.** The Throat and the Voice. pp. 159. Philadelphia, 1879.

6. **Farrar, J., M.D.** The Human Voice. pp. 256. London, 1881.

7. **Frobisher, J. E.** Acting and Oratory. pp. 415. New York, 1879.

8. **Holmes, Gordon.** Vocal Physiology and Hygiene. pp. 266. London, 1879.

9. **Hullah, J.** The Cultivation of the Speaking Voice. pp. 64. Oxford, 1870.

10. **Kirby, E. N.** Vocal and Action Language. pp. 167. Boston, 1865.

11. **Lunn, Charles.** The Philosophy of the Voice. pp. 92. London, 1875.

12. **Seiler, E.** The Voice in Speaking. Translated. pp. 164. Philadelphia, 1875.

13. **Sandland, J. P.** The Voice, and Public Speaking. pp. 182. London, 1879.

See also Le Gourè, Art of Reading; A. J. Ellis, Speech in Song, and other works; A. M. Bell, Principles of Elocution; and Sir Charles Bell, Anatomy and Philosophy of Expression. In Bell's visible speech, see topic, Sounds and their Relations. Mallory's admirable Study of the Gesture Language of the North American Indians, in the Reports of the Bureau of Ethnology, the study of gesture-speech of infants, and philological theories like that of Noiré, and the literature of deaf-mutism, are suggestive. See also Progression of Schools for Actors, and the journal entitled *The Voice*, published by E. S. Werner, New York.

XXIV.

MUSIC AND SINGING.

1. **Bagge, S.** Ueber das Verhältniss der Musik zur Religion und zum christlichen Cultus. Basel, 1876.

   Good.

2. **Baumert, L.** Der Gesang-Unterricht in der Volksschule. Lowenberg, 1869.

3. **Brandt, M. G. W.** Die erziehliche Bedeutung des Gesanges. Hannover, 1875.

   Suggestive.

4. **Bryant, William Cullen.** Prose Writings. 2 vols. N. Y., 1884.

   Music in the public schools.

5. **Curwen, John.** The Teacher's Manual of the Tonic Sol-fa Method. pp. 392. London, no date.

   Applies pedagogical principles from a wide range of authors to methods in a very suggestive way. The author is the chief, and, next to Miss Glover, the first, to elaborate tonic sol-fa methods, so widely adopted in England, for schools.

6. **Curwen, John.** Musical Theory. pp. 867. London, no date.

   Educational. See also his very suggestive "How to Observe Harmony." pp. 131. Also his series of three large *tracts on musical statics.*

7. **Drath, T.** Der Gesanglehrer und seine Methode. Berlin, 1875.

8. **Frank, O.** Geschichte der Tonkunst. Leipzig, 1878.

   Contains educational matter.

9. **Grell, F.** Der Gesangunterricht in der Volksschule. Leipzig, 1879.

10. **Helm, J.** Die Entwickelung des Gesangunterrichtes. In Kehr's Geschichte der Methodik. Bd. 2. pp. 204.

Very valuable.

11. **Hullah, John.** Time and Tune in the Elementary School. A New Method of Teaching Vocal Music. 12mo. pp. 188. London, 1877.

12. **Hennes, A.** Die Musik und die musikalische Erziehung der Jugend. Berlin, 1878.

Good.

13. **Hüffer, F.** Die Poesie in der Musik. Leipzig, 1875.

14. **Jeltsch, M.** Der Gesangunterricht in der Volksschule, wie er sein muss, um die Kinder zu sinngemässem Vortrage und zum Singen nach Noten zu bringen. Breslau, 1878.

15. **Koch, E. E.** Geschichte des Kirchenlieds und Kirchengesangs der christlichen insbesondere der deutschen evangelischen Kirche. Stuttgart, 1877.

Contains some educational matter.

16. **Köstlein, H. A.** Geschichte der Musik im Umriss. Tübingen, 1880.

17. **Kothe, B.** Vademecum für Gesanglehrer. Eine Zusammenstellung des Theoretischen und Methodischen in Bezug auf Gesang und Gesangunterricht. Breslau, 1880.

18. **Küster, H.** Methode für den Unterricht im Gesange auf höheren Schulanstalten. Berlin, 1868.

19. **Mair, F.** Kurzgefaste Geschichte des Gesanges. Der Gesang in der Schule. pp. 26. Wien, 1881.

A public lecture.

20. **Merling, J.** Der Gesang in der Schule, seine Bedeutung und Behandlung zur Förderung musikalischer Einsicht und religiös-asthetisch-gemüthlicher Bildung. Leipzig, 1856.

21. **Musiol, R.** Katechismus der Musikgeschichte. Leipzig, 1877.

22. **Nerrlich, C. G.** Die Gesangkunst physiologisch, psychologisch-ästhetisch und pädagogisch dargestellt. Leipzig, 1865.

Good.

23. **Reichelt, G.** Gesanglehrer und Gesangunterricht der Volksschulen. Leipzig, 1874.

24. **Riemann, H.** Musikalische Logik. Hauptzüge der physiologischen und psychologischen Begründung unseres Musiksystems. Leipzig, 1875.

Very valuable.

25. **Riemann, H.** Ueber das musikalische Horen. Leipzig, 1874.

26. **Schlecht, R.** Geschichte der Kirchenmusik. Regensburg, 1879.

Many educational hints on the qualities of music.

27. **Schröder, H.** Die erste Anregung des Musiksinnes. Berlin, 1873.

Good psychological discriminations.

28. **Sering, F. W.** Die Kunst des Gesanges in der Elementarschule, Methodschule, Höheren Zöehlerschulen, etc. Leipzig, 1879.

The author has written several other small pamphlets on the subject; all good.

29. **Tomlins, W. L.** On the Training of Children's Voices. Introduction by Theodore Thomas. In Century, June, 1883.

30. **Steinitzer, M.** Ueber die psychologischen Wirkungen der musikalischen Formen. pp. 130. München, 1885.

Very valuable.

31. **Wackernagel, P.** Das deutsche Kirchenlied von der ältesten Zeit bis zu Anfang des 17. Jahrhunderts. Leipzig, 1877.

32. **Widmann, B.** Die Methode des Schul- und Chorgesang-Unterrichts in ihrer geschichtlichen Entwickelung nach Quellen dargestellt. Leipzig, 1878.

Cf. histories of music by Ambros, Brendel, Burney, Dommer, Fetis, Kiesewetter, Nohl, and Rockstro. Also Grove's Dictionary of Music and Musicians.

On few, if any, topics of instruction, have American teachers more to learn from their German fellow-workers than on this topic. Here, only beginnings have so far been made, although beginnings now quite hopeful, because the basis of musical distinctions, which recognizes as wide differences between good and bad in music as in literature, is now becoming apparent.

XXV.

RELIGIOUS EDUCATION.

1. **Abbot, E. A.** Hints on Home Teaching.

Contains an admirable chapter on religious training in the home.

2. **Adler, Felix.** Ein Problem der Religionsgeschichte. Jahrbuch für wis. Pädagogik. 1879.

Some educational bearings.

3. **Alden, J.** Handbook on Teaching. N. Y. Methodist Book Concern.

A guide for Bible teachers.

4. **Anon.** Auserlesene biblische Historien für evangelische Schulen. 3 Theile. pp. 354, 117. Gütersloh, 1879.

Includes Old and New Testament, and the history of the Church, from the apostolic time to the present. A sample German text-book.

5. **Arenz, W.** Praktische Vorschläge zur Reform des Religionsunterrichtes an den Gymnasium und ähnlichen höheren Lehranstalten. pp. 42. 1882.

Pleads for a central position for religious teaching in these institutions on psychologic grounds, and because classical antiquity is isolated without religious instruction, which should be so organized as to fulfil its normal function of mediating between ancient and modern culture. After the catechism, for which the author pleads against many objectors, he would introduce a chrestomethy, or reader, made of selections from the Church Fathers, somewhat on the plan, perhaps, of the book of mediæval Latin hymns proposed by Professor Marsh for a position beside Horace and Juvenal in curricula.

6. **Arnold, M.** The Great Prophecy of Israel's Restoration. Isaiah, chaps. 40–66. pp. 65. London, 1875.

Bible matter suggested for use in secular schools.

7. **Arnold, M.** Literature and Dogma. pp. 316. Boston, 1874.

Contains educational matter. See also his God and the Bible, a review of Objections to Literature and Dogma. London, 1875.

8. **Arnold, T.** Sermons preached in the Chapel of Rugby School, with an Address before Confirmation. pp. 284. New York, 1846.

9. **Behrends, A. J. F.** What Place, if any, is Religion entitled to in our System of Public Education? pp. 27. Boston, 1882.

10. **Bondi, E.** Leitfaden zum Religionsunterricht.

A good specimen of a course for Hebrew children.

11. **Bormann, K.** Bilder-Tafeln zum Gebrauch beim Unterricht in der biblischen Geschichte und Alterthumskunde. 16 x 21 inches. Berlin.

Claims to be archæologically correct. See also other series of Biblical charts, by Helmert and Rentsch. Leipzig, 1885.

12. **Bullard, Asa.** Fifty Years with the Sabbath Schools. pp. 346. Boston, 1876.

13. **Buschmann, C.** Der Religionsunterr. u. d. religiöse Memorierstoff im Dienste der Uebürdung. pp. 16. Glauchau.

14. **Candler, W. A.** The History of Sunday-schools. pp. 149. New York, 1880.

15. **Clarke, J. F.** The Ten Great Religions. pp. 509. Boston, 1873.

Contains many educational allusions.

16. **Cobb, F. P.** Religious Duty. pp. 311. Boston, 1883.

I. Religious offences; II. Religious faults; III. Religious obligations.

17. **Dibelius, F.** Der Kindergottesdienst. Leipzig, 1881.

A proposition of the Congress of Inner Missions to abolish the term "Sunday-school," and to use in its place the above term, "divine services for children," and to adopt a method of teaching in small groups.

18. **Diekmann, C.** Der biblische Geschichtsunterricht in der Volksschule. Leipzig, 1878.

19. **Diman, J. L.** Religion in America, in his Orations and Essays. Boston, 1882.

20. **Farrar.** Seekers after God.

Pedagogic hints.

21. **Frothingham, O. B.** The Child's Book of Religion.

Contains unusual and suggestive material.

22. **Gall, James.** The End and Essence of Sabbath-school Teaching. Edinburgh, 1827.

One of the earliest thoughtful books on the subject.

23. **Gannet, W. C.** A Chosen Nation. The Childhood of Jesus.

Specimen free religious text-books. Both titles designating series of small books.

24. **Gattermann, H.** Die Frage über den pädagogischen Werth und Gebrauch der biblischen Bilder, vom ästhetisch-psychologischen Standpunkte betrachtet. Delitzsch, 1879.

25. **Gneist.** Die confessionellen Schulen. Berlin, 1869.

From an administrative standpoint.

26. **Gregory, J. M.** Seven Laws of Teaching. Boston. Congregational Publishing House.

27. **Groser, W. H.** The Young Teacher. An Elementary Handbook of Sunday-school Instruction. Boston.

28. **Hall, E. H.** First Lessons on the Bible. pp. 124. Boston, 1883.

Old Testament lessons. A text-book illustrating a theory of religious education. See also his Lessons on the Life of St. Paul. pp. 114. Boston, 1885. A convenient Sunday-school resumé.

29. **Hall, G. Stanley.** The Moral and Religious Training of Children. Princeton Rev., Jan., 1882.

30. **Hart, J. S.** The Sunday-school Idea. Philadelphia.

Including a treatment of method.

31. **Hase, H.** Lehrbuch der Kirchengeschichte. Leipzig, 1867.

See also Hausrath, A. Neutestamentliche Zeitgeschichte. München, 1879. These two may be cited as specimen German text-books.

32. **Hurlbut, J. L.** Outline Normal Lessons for Normal Classes, Assemblies, Bible Students, and Sunday-school Teachers. pp. 107. New York, 1885.

A Chautauqua text-book. See also in this connection the plan of the school of theology in the Chautauqua University, especially the "Jerusalem Chamber."

33. **Keil, C. F.** Handbuch der biblischen Archäologie. Frankfurt, a. M. 1875.

Officially recommended to teachers of religion in Germany.

34. **Kirchner, F.** Zur Reform des Religions-Unterrichts, Zeit u. Streit Fragen. 1877.

A radical protest against the present German system.

35. **Koch, E. E.** Geschichte des Kirchenlieds und Kirchengesangs der christlichen, insbesondere der deutschen evangelischen Kirche. Stuttgart, 1878.

See also Braitmaier, H. Das Evan. Kirchenlied. An historic sketch and a pedagogic method of teaching hymnology in schools.

36. **Lang, John D.** Religion and Education in America, with Notices of the State and Prospects of American Unitarianism, Popery, and African Colonization. pp. 474. London, 1840.

37. **Lieber, F.** Religious Instruction in Colleges. pp. 525–33 of his miscellaneous writings.

A plea for it on constitutional and on moral grounds.

38. **Manitius.** Ueber religiöse Bildung in Vaterhouse. Halle, 1870.

In the programme of the Halle Latin School. A plea that the school is an ideal home, and with an extended descriptive bibliography on the subject.

39. **Mehl, H.** Gedanken über die sittlich-religiöse Bildung und Erziehung unserer Jugend und unseres Volkes. Wien, 1879.

40. **Meredith, R. R.** Notes on the International S. S. Lessons. Successive years. Pocket Series. Boston.

A favorable specimen of a large class of American text-books.

41. **Niederegger.** Der Studentenbund der Marianischen Sodalitäten sein Wesen u. Wirken an der Schule. Regensberg, 1885.

42. **Nissen, J.** Unterredungen über die biblischen Geschichten. Kiel, 1878.

43. **Redford, R. A.** The Bible the Sunday-School Text-Book.

44. **Reuscher, H.** Religions Unterricht auf höheren Lehranstalten. 1873.

In the programme of the Ritter Academy at Brandenburg. Detailed directions of how to teach Church history, persecutions, Church cult, heresies (especially the Arian and Pelagian), Patristics and Apologists.

45. **Richter.** Die Emancipation der Schule von der Kirche. A prize essay. Leipzig, 1870.

A plea for confessionless schools.

46. **Salzmann.** Ueber die wirksamsten Mittel Kindern Religion beizubringen. pp. 200. Berlin, 1870.

An old and oft-cited work republished.

47. **Schumann, J. C. G.** Die Kirchengeschichte in Lebensbildern. Hannover, 1880.

48. **Steel, Robert.** The Christian Teacher in Sunday-Schools. pp. 247. London, 1867.

49. **Steinhäuser, C.** Wegweiser zum Durchlesen der biblischen Geschichten aus den heiligen Schrift. Ein Hülfsmittel zum bewussten Erzählen der biblischen Geschichte. Wolfenbüttel, 1879.

50. **Teacher Taught.** An Humble Attempt to make the Path of the Sunday-School Teacher Straight and Plain. pp. 446. Philadelphia, 1861.

51. **Teacher Teaching.** A Practical View of the Relations and Duties of the Sunday-School Teacher. pp. 371. Philadelphia, 1861.

52. **Tenney, E. P.** The New West, as related to the Christian College and the Home Missionary. 2d edition. pp. 73. Cambridge, 1878.

53. **Tharau, H.** Ein Wort zu seiner Zeit für Sontagschullehrer. Bonn, 1883.

54. **Toy, C. H.** History of the Religion of Israel. An Old Testament Primer. Boston, 1883.

The author is professor of Hebrew at Harvard University.

55. **Tulloch, J.** Movements of Religious Thought in Britain during the Nineteenth Century. pp. 338. London, 1885.

A book for teachers of religion, devoted to a characterization of many of the most effective religious teachers in England since Coleridge.

56. **Trumbull, C.** Teaching and Teachers, or the Sunday-school Teachers' Work. pp. 390. Philadelphia, 1884.

An attempt at a systematic treatise on the subject. The author is editor of the Sunday-school Times.

57. **Tuck, R.** The New Handbook of Sunday-school Addresses. pp. 276. London, 1883.

58. **Vincent, J. H.** The Chautauqua Movement. pp. 308. 1886.

59. **Wangemann, L.** Handreichung beim Unterrichte der Kleinen in der Gotteserkenntriss Anweisung zum Gebrauche der biblischen Geschichten für die Elementarstufen mit bildlichen Darstellungen nebst einem Plane fur den Religions-Unterricht in mehrklassigen Schulen. pp. 336. Leipzig, 1882.

60. **Warneck, G.** Die Mission in der Volksschule. Guttersloh, 1883.

A plea for connecting instruction in missions with schoolwork in geography and mediæval history. See also O. P. Harper, Professorship of Missionary Instruction in Theological Seminaries. Bibliotheka Sacra. Vol. 33.

61. **Westcott, B. T.** Some Points on the Religious Offices of Universities. London, 1873.

62. **Wiedemann, F.** Wie ich meinen Kleinen die biblischen Geschichten erzähle. Dresden, 1878.

63. **Winship, A. E.** Methods and Principle.

See also Object and Culture Teaching, by H. C. McCook, St. Louis. Also the Blackboard in the Sunday-school, by Frank Beard. Also Eye and Ear Teaching, by W. F. Crafts, and old-time works by John Todd and F. A. Packard. Cf. also Pres. F. Carter's (Williams Coll.) proposition for a chair of Hebrew theocracy in colleges, in his inaugural address. See especially La Garde zum Unterrichts-gesetz, and his Ueber das Verhältniss des deutschen Staates zur Theologie, Kirche und Religion. See especially the later section on theological education. See also Comte's catechism. See also the text-books and the normal class manuals, published by each of the principal Protestant denominations; such as Preparing to Teach, the Manual of the Presbyterian Church, the Normal Class Manual of the Baptist Church, etc. Many of the Catholic text-books and methods, and calender series of stories of saints, sometimes used in Germany, are constructed on very suggestive pedagogic principles. The vast material now developed in this field, including the international lesson system, the Chautauqua scheme, societies for ethical culture, represented by the suggestive institution of

Felix Adler in New York, and his pupils, Mr. Salter in Chicago, and S. B. Weston in Philadelphia, etc., all need to be wrought over comparatively by some comprehensive, philosophic, pedagogic mind, full of reverence for the Bible, but open on all sides to suggestion; for here, where the highest wisdom is to be impressed on the lowliest souls, lies the most important, as it is the least adequately treated, of all pedagogic themes.

XXVI.

DRAWING.

[On this topic a few American and German text-books believed to be representative, but with no implied superiority over others not named, are included as necessary to the exposition of method.]

1. **Art** Handbooks, Putnam Series of. Carter, Susan N., editor.

   I. Sketching from Nature; II. Landscape Painting in Oil Colors; III. Flower Painting; IV. Figure Drawing; V. Water-Color Painting; VI. Artistic Treatise on Human Figure; VII. Sketching in Water Colors from Nature; VIII. Drawing in Black and White; IX. Composition in Pictures.

2. **Barnes'** Drawing Series. With Manuals. Introductory Course; Primary Course; Freehand Course; Mechanical Course; Perspective Course. A. S. Barnes & Co. New York.

3. **Bartholomew's** New Drawing Series. Freehand Tracing; Grammar School Course; High School Course. Potter, Ainsworth & Co. New York.

4. **Clark, John S.** Drawing in Public Education; the Features of the Study which should be taught in Primary, Grammar, and High Schools. Pamphlet. L. Prang & Co. Boston.

5. **Collins, Jas. K.** Art Foliage, for Sculpture and Decoration, with an Analysis of Geometric Form, and Studies from Nature of Buds, Leaves, Flowers, and Fruit. James R. Osgood & Co. Boston.

6. **Conz, G.** Der Zeichenunterricht an der höheren Mädchenschule. Stuttgart, 1877.

7. **Eclectic** System of Industrial and Freehand Drawing. Van Antwerp, Bragg & Co. Cincinnati.

8. **Domschke, C.** Methodische Anleitung zum Freihandzeichnen. Berlin, 1877.

9. **Dreesen, G.** Wegweiser für den Zeichen-Unterricht in der Volksschule. Flensburg, 1877.

10. **Fialkowski, N.** Elemente des Situations-Zeichnens nebst Anleitung zum Koloriren. pp. 6. Wien, 1880.

    Topographical drawing, with illustrations.

11. **Flinzer, F.** Lehrbuch des Zeichenunterrichts, an deutschen Schulen. pp. 211. Leipzig, 1882.

    Theoretic and practical.

12. **Fowler, Frank.** Drawing in Charcoal and Crayon, with Eight Studies from Original Designs. Cassell & Co. New York.

13. **Gernesson, M. L.** Elementar-Grammatik der Zeichenkunst für den methodischen und sachlichen Unterricht im Zeichnen. Berlin, 1878.

14. **Hamerton, Philip G.** Graphic Arts. A Treatise on the Varieties of Painting and Engraving, with 54 Illustrations. Seeley & Co. London. Without Illustrations. Roberts Bros. Boston.

15. **Hulme, F. Edward.** Principles of Ornamental Art. Illustrated. Cassell, Petter & Galpin. London, Paris, and New York.

16. **Jilinek, A.** Methodischer Leitfaden für den Unterricht im perspektivischen Freihandzeichen. pp. 49. Wien, 1879.

A set of small charts.

17. **Jilinek, A.** Lehrgang für den Zeichenunterricht an Volks- und Bürgerschulen.

Einfache Darstellungen leichter dem Sachunterrichte entnommener Gegenstände. pp. 54. Blätter, 5 Hefte.

Unterricht auf der Mittelstufe der Volksschule. 7 Hefte.

Blätter für das Zeichen der Vorderansichten technischer Objecte nach dem Maasstabe. 4 Hefte. Wien, 1878.

18. **Krusi's** Easy Lessons. Three Parts. Synthetic Series. Analytic Series; Perspective Series. D. Appleton & Co. New York.

19. **Le Mang, G.** Das Volksschulzeichnen im Dienste der Pädagogik. Leipzig, 1877.

20. **Menge, R.** Der Kunstunterricht im Gymnasium. Langensalza, 1880.

21. **Moody, F. W.** Lectures and Lessons on Art, with Diagrams and Illustrative Composition, and Other Matters. George Bell & Sons. London.

22. **Perry, Walter S.** The Teaching of Drawing in Public Schools. Pamphlet. The Teaching of Drawing in Grammar Schools. Pamphlet. L. Prang & Co. Boston.

23. **Prang's** American Text-Book of Art Education. From Objects and Flat Copy. Books 1 to 9 "Clark Edition," with Manuals accompanying them.

Treating Drawing under the three subjects of Construction (working drawings), including exercises in the use of instruments, and in making and designing; Representation (picture drawing), including exercises for the study of the appearance of objects, and grouping; Decoration (drawing of ornament), including exercises for the study of historic ornament, plant form, and original design. See also Prang's models for form-study and drawing, for the use of teachers and pupils.

24. **Rein, W.** Das Freihandzeichnen im Seminar. pp. 22. Vol. 3. Päd. Studien. Eisenach, 1878.

Good.

25. **Smith, Walter.** Art Education, Scholastic and Industrial. Illustrated. pp. 397. Boston, 1873.

See also many pamphlets on the same subject since, by the same very able and successful teacher. See especially Report on Drawing. pp. 65. Boston, 1880. Plan and Graded Programme of Instruction in Drawing for the Public School of Massachusetts of the Primary, Grammar, and High School Grades. pp. 71. Annual Report of Industrial Art Education in the State of Massachusetts. pp. 50. 1881. Popular Industrial Art Education. pp. 110. 1882.

26. **South** Kensington Drawing Books. Issued under the superintendence of E. J. Poynter, R. A., under the sanction of the Lords of the Committee of Council on Education. From flat copy. Black & Son. London.

Elementary Freehand Ornament Books. I. II., Freehand Objects and Ornament: flat and in perspective. First Grade Books, I. to VI.; Second Grade Books, I. to IV.

27. **Scheider, G. E.** Der Elementar-Zeichenunterricht in der Volksschule. Eine praktische Anleitung zur Ertheilung derselben. Leipzig, 1878.

28. **Sparkes, J. C. L.** Schools of Art. Their Origin, History, Work, and Influence. Reprint from the Report of the International Health Exhibition. pp. 152. London, 1884.

Of great value.

29. **Staden, J. v.** Der erste Unterricht im Zeichnen. Eine vollständige Lehranweisung in Verbindung mit lithographirten Schülerheften, zum Gebrauch für Lehrer an Volks- und Mittelschulen bearbeitet. Hannover, 1880.

30. **Stuhlmann, A.** Zeichenunterricht und Formenlehre in der Elementarclasse. Hamburg, 1870.

31. **Thrändorf.** Kritische Betrachtungen über die kunstkatechese. pp. 19. W. Rein. Päd. Studien. Dresden, 1881.

A suggestive paper.

32. **Urban, J.** Der Zeichenunterricht in den Volksschulen Suddeutschlands und der Schweiz. Wien, 1879.

33. **Weishaupt, H.** Das Elementarzeichnen an der Volksschule. München, 1878.

34. **Weishaupt, H.** Theorie und Praxis des Zeichnenunterrichts. Weimar, 1879.

35. **White's** New Series of Industrial Drawing Books; Perspective Drawing Books; Object and Design Drawing Books; Light and Shade Drawing Books; Orthographic Projection; Theory of Design. Ivison, Blakeman, Taylor & Co. New York.

36. **Wihan, R.** Methodik des Zeichenunterrichtes mit gründlichster Behandlung der Elemente der Perspective. pp. 76. Trautenau, 1879.

Theoretical and systematic.

37. **Wunderlich.** Der Zeichenunterricht in der Landschule: Was und wie soll in unsern Landschulen gezeichnet werden! Theoretisch erörtert und an praktisch ausgeführten Zeichenlektionen erläutert. Hannover, 1880.

38. **Zelenke, O.** Freies Handzeichnen ebener gradliniger Gebilde in Verbindung mit der geometrischen Formenlehre. Tabor, 1879.

See also a carefully prepared eight-years' course of training in industrial drawing for public schools, by Charles M. Carter, of the Mass. Board of Education, 1886. This subject is now everywhere attracting attention as the grammar of all forms of industrial education apart from its own high intrinsic educational value. Teachers of drawing would no doubt derive benefit from Ruskin, Chesneau, etc. See also the treatises on general pedagogy, XI.

XXVII.

GEOGRAPHY.

1. **Bartels, F.** Lehrplan für den Anschauungs-Unterricht und die Heimatskunde nach methodischen Grundsätzen bearbeitet. Altenburg, 1879.

2. **Brice, J.** Relations between History and Geography. Eclectic Mag., May, 1886.

3. **Bush, C. E.** Method of Teaching Geography. In Conn. Report, 1881.

4. **Chun, G.** Ueber die Berucksichtigung volkswirthschaftlichen Gesichtspuncte im geographischen Schul-Unterricht. Frankfurt, 1885.

5. **Crocker.** Methods of Teaching Geography. Boston, 1884.

   A tiny but suggestive book, by a Boston supervisor.

6. **Delitzsch, O.** Beiträge zur Methodik des geographischen Unterrichts, namentlich des Kartenlesens und Kartenzeichnens in Schulen. Leipzig, 1878.

7. **Diercke, C.** Geographische Schulatlanten und Schulwand-karten. Kehr's Geschichte Methodik. Bd. 1. pp. 153.

   Good.

8. **Felkl, J.** Der Globus und seine Anwendung in Schule und Haus. Rostock, 1877.

9. **Geistbeek, M.** Geschichte der Methodik des Geog. Unterrichts, Kehr's Geschichte der Methodik. Bd. 1.

   Valuable.

10. **Grün, D.** Die Geographie als selbstädige Wissenschaft. Prag, 1875.

11. **Huxley, T.** Physiography. London, 1881.

A good method illustrated.

12. **Keltie, J. S.** Supplementary Papers of Royal Geographical Society. 1886. Part IV.

By the inspectors of geographical education, on its present condition, especially in Germany, where courses are described from the Sexta to the universities, where there are now twelve professorships, geography being allowed as a major subject for doctorates at Göttingen, and two grades of state examination required for licensees to teach it.

13. **Leisner, O.** Methodische Anleitung zur Heimatskunde. Leipzig.

Sample of a progressive series adapted especially to Leipzig.

14. **Lüdde, J. S.** Geschichte der Methodolgie der Erdkund. Leipzig, 1879.

15. **Mikusch, G.** Kurzgefasste Anleitung zur Behandlung der Heimakunde in der Volksschule. Brünn, 1876.

16. **Oberländer.** Die geographische Unterricht nach der Grundsätze der Ritterschen Schule. pp. 279. 1879.

Historical and methodological.

17. **Peschel, O.** Geschichte der Erdkunde bis auf Alexander von Humboldt und Carl Ritter. München, 1877.

But little pedagogical material.

18. **Prange, W.** Geographie. Paedagogischer Jahresbericht. 21 Bd. Leipzig, 1870.

19. **Pulling, F. S.** The Teaching of Geography and History. London, 1882.

20. **Püsehmann, F. A.** Ueber Veranschaulichungsmittel für mathemathische Geographie. Grimma, 1873.

21. **Richter, E.** Die historische Geographie als Unterrichts-Gegenstand. pp. 25. Wien, 1877.

Reprinted from the XXVII. vol. of the Salzburg Gymnasial Program.

22. **Richter, J. W. O.** Der geographische Unterricht besonders auf höheren Schulen. pp. 50. Vol. 2. Päd. Studien von W. Rein. Wien und Leipzig, 1877.

Good.

23. **Richthofen, F. F. von.** Aufgaben und Methoden der heutigen Geographie. pp. 72. Leipzig, 1883.

24. **Rommel.** Heimatskunde von Leipzig, 1876.

A good example of the method of geographical instruction which begins in the immediate environment and widens from streets and squares to suburbs, and involves excursions.

25. **Schlotterbeck, B.** Die Heimatskunde im ersten Schuljahre oder Einführung des 6–7 jährigen Kindes in das Natur- und Menschenleben. Wismar, 1868.

26. **Schneider, O.** Ueber die Nothwendigkeit und Einrichtung geographischer Schulsammlungen. Berlin, 1877.

An important topic, also involving explorations by the pupils.

27. **Schopf, A.** Reform des geographischen Unterrichts an Gymnasien. Wien, 1875.

28. **Schreiber, C.** Vorcursus des geographischen Anschauungs- und Denkunterrichts. Leipzig, 1878.

29. **Stossner, E.** Die Methode des geographischen Unterrichts in Realschulen. Döbeln, 1871.

30. **Stoy, K. V.** Von der Heimatskunde. Jena, 1876.

From the normal teacher's standpoint.

31. **Trampler, R.** Die constructive Methode des geographischen Unterrichts. pp. 82. Wien, 1878.

An interesting and scholarly account of a number of popular methods before and since Ritter.

32. **Trampler, R.** Zweckmassige Anlage eines Atlasses für Volks- und Bürgersschulen. pp. 74. Wien, 1879.

33. **Trunk, H.** Ueber die Anschaulichkeit des geographischen Unterrichts mit besonderer Berücksichtigung des Kartenlesens. Wien, 1878.

34. **Wentz, G.** Das Kartenzeichnen in der Schule; methodisch dargestellt. München, 1878.

See also Die Reform der geographischen Unterrichts in Schulen, Seminaren, etc. Munich, 1874. A special bibliography on geography, including methods of teaching, has been collected by Charles F. King, of Boston. See Ritter's Geographical Studies. Also two small volumes of resumés entitled Comparative Geography. Cincinnati, 1882.

XXVIII.

HISTORY AND POLITICAL SCIENCE.

1. **Adams, C. K.** Manual of Historical Literature.

This is a useful and convenient guide to historical authorities. It contains not only classified lists of titles, arranged by periods and countries, but also brief descriptions of the character and contents of the most important historical works in English, French, and German, with practical suggestions as to methods and courses of historical study.

2. **Adams, H. B.** Methods of Historical Study.

Johns Hopkins University Studies in Historical and Political Science. Second Series, numbers 1 and 2.

3. **Adams, H. B.** English Views on the Study of History. The Index, Dec. 20, 1884.

A comparison of the views of E. A. Freeman and J. R. Seeley.

4. **Adams, H. B.** History in American Colleges.

A series of articles in Education, beginning in May and June, 1886, with two papers on "History at Harvard University," to be followed by articles on "History at Columbia College," "History at the University of Michigan," etc.

5. **Adams, H. B.** The Study of History in the United States. Bureau of Education, Washington (in preparation).

This educational report will contain a revision and expansion of the above series of special articles on the history of historical departments in representative institutions, together with an account of the methods of historical instruction now actually employed in the best schools and colleges. The report will aim to show (1) the origin and growth of historical studies in this country; (2) the present status of historical teaching.

6. **Allen, W. F.** Instruction in American History. Wisconsin Journal of Education. Madison, Oct., 1874.

7. **Allen, W. F.** Reader's Guide to English History.

This is a convenient pamphlet, containing classified lists of the best authorities, and also of historical fiction and other literature illustrating English history.

8. **Anon.** Ueber die Nothwendigkeit einer gründlichen Reform des Lehrplans für den Geschichtsunterricht auf Real- und höheren Bürgerschulen. Neuwied, 1870.

9. **Anon.** Wie Studirt Man classische Philologie und Geschichte. Leipzig, 1884.

10. **Arnold, Dr. Thomas.** Lectures on Modern History.

In Arnold's inaugural lecture at Oxford, and in the notes to page 46 (Appleton's edition of the Lectures), will be found the ideas which determined E. A. Freeman's philosophy of the continuity of history. "Modern history differs from ancient history in this, that while it preserves the elements of ancient history undestroyed, it has added others to them." Arnold believed, as does Freeman, that what is miscalled the ancient history of Greece and Rome is really modern history.

11. **Assman, W.** Das Studium der Geschichte. Braunschweig, 1849.

12. **Biedermann, Friedrich Karl.** Der Geschichts-Unterricht in der Schule, seine Mängel und ein Vorschlag zu seiner Reform. pp. 45. Braunschweig, 1860.

13. **Birrell, Augustine** (author of "Obiter Dicta"). The Muse of History. Contemporary Revue, June 8, 1885.

An extract reprinted in the Critic, Aug. 8, 1875. A very clever critique of Seeley, and the purely scientific method of treating history. "What is wanted is a passion for facts; the style may be left to take care of itself." He instances with approval Maitland's "Dark Ages." "Leaving political philosophy to the political phi-

losopher, and political economy to the political economist, remember that the first if not the last duty of the historian is to narrate, to supply the text, not the comment; the subject, not the sermon; and proceed to tell our grandchildren and remoter issue the story of our lives." Birrell's view of history is essentially that of a story-teller like Herodotus or Sir Walter Scott.

14. **Blume, E.** Geschichts-Unterricht auf den Seminarien. Rein's Pädagogischen Studien.

15. **Boston** Public Library. 1. Catalogue of History, Biography, and Travel; 2. Class List for English Prose Fiction.

The first is one of the best practical guides to historical authorities upon special subjects, whether countries, periods, persons, or events. Not only are books and magazine articles classified by subjects, but there are also frequent notes, indicating the point of view from which authors have written.

16. **Brooklyn** Library Catalogue. Authors, Titles, Subjects, and Classes.

Under the head of "Countries" and "Biography," in this useful catalogue, the student will find valuable bibliographies of historical works, with oftentimes analyses of the contents of serial volumes. For example, an analysis of the extensive collections of the Massachusetts Historical Society, pp. 743–46.

17. **Campe, J. F. C.** Geschichte und Unterricht in der Geschichte. Leipzig, 1859.

18. **Carlyle, Thomas.** Essay on History.

See also essays by Emerson and Macaulay.

19. **Diesterweg, G.** Instruction in History. Boston, 1885.

Translated from Diesterweg's Wegweiser.

20. **Droysen, J. G.** Grundriss der Historik. pp. 38. Leipzig, 1868.

Of great value.

21. **Eberhardt, K.** Ueber Geschichts-Unterricht auf der Seminarien. Rein's Pädagogischen Studien.

22. **Eberhardt.** Zur Methode und Technik des Geschichtsunterricht auf den Seminarien. Eisenach, 1874.

23. **Foss, Rudolph.** Wie ist der Unterricht in der Geschichte mit dem Geographischen Unterricht zu verbinden. Dargelegt an der Darstellung der Mark Brandenburg. Eine Anleitung für Lehrer und reiferen Schülern. Mit Karten. pp. 48. Berlin, 1874.

24. **Freeman, E. A.** The Unity of History.

A most suggestive introduction to historical study. Published at the end of Mr. Freeman's book on Comparative Politics, and also in separate form. Macmillan. See also The Continuity of English History. Historical Essays, first series. — How the Study of History is Let and Hindered. An address delivered in the Liverpool Institute, Nov. 19, 1879. — On the Study of History. Fortnightly Review, March 1, 1881. — The Office of the Historical Professor. An inaugural lecture read in the Museum at Oxford, Oct. 15, 1884. — The Methods of Historical Study. A course of lectures at Oxford, 1885–86. In press.

25. **Geffroy.** La Concours d'agregation de Histoire. Revue de l'Enseignement, 1885.

26. **Gervinus, G. E.** Grundzuge der Historik. pp. 95. Leipzig, 1837.

The first important publication on the subject.

27. **Grüllich, O. A.** Beitrag zur Methodik des Geschichtsunterrichtes an höheren Lehrenstalten. Löbau, 1874.

28. **Hall, G. Stanley** (editor). Methods of Teaching History. Boston, 1885. pp. 385. Contains the following articles: —

Methods of Teaching American History, by Dr. A. B. Hart, Harvard University.

The Practical Method in Higher Historical Instruction, by Professor Ephraim Emerton, of Harvard University.

On Methods of Teaching Political Economy, by Dr. Richard T. Ely, Johns Hopkins University.

Historical Instruction in the Course of History and Political Science at Cornell University, by President Andrew D. White, Cornell University.

Advice to an Inexperienced Teacher of History, by W. C. Collar, A.M., Head Master of Roxbury Latin School.

A Plea for Archæological Instruction, by Joseph Thacher Clarke, Director of the Assos Expedition.

The Use of a Public Library in the Study of History, by William E. Foster, Librarian of the Providence Public Library.

Special Methods of Historical Study, by Professor Herbert B. Adams, Johns Hopkins University.

The Philosophy of the State and of History, by Professor George S. Morris, Michigan and Johns Hopkins Universities.

The Courses of Study in History, Roman Law, and Political Economy at Harvard University, by Dr. Henry E. Scott, Harvard University.

The Teaching of History, by Professor J. R. Seeley, Cambridge University, England.

On Methods of Teaching History, by Professor C. K. Adams, Michigan University.

On Methods of Historical Study and Research in Columbia University, by Professor John W. Burgess Columbia University.

Physical Geography and History.

Why do Children Dislike History! by Thomas Wentworth Higginson.

Gradation and the Topical Method of Historical Study. Part I. Historical Literature and Authorities; II. Books for Collateral Reading; III. School Text-Books. Supplement History Topics, by Professor W. F. Allen, Wisconsin University.

Bibliography of Church History (special index to this article), by Rev. John Alonzo Fisher, Johns Hopkins University.

29. **Herbst, F. L. W.** Landeschule Pforta. Die Neure und Neueste Geschichte auf Gymnasien. pp. 40. Mainz, 1877.

30. **Hodgkin, Howard.** The Study of History in the University of Cambridge, England. The Alumnus (a literary and educational quarterly, formerly edited by E. P. Allinson). Philadelphia, Oct., 1879.

31. **Howard, Geo. E.** (University of Nebraska). The Place of History in Modern Education. State Journal, Lincoln, Neb., Jan. 18, 1885.

A valuable article, well deserving reprint in some educational journal.

32. **Jacobi, F.** Grundzüge einer neuen Methode für den vaterländischen Geschichtsunterricht in deutschen Schulen. Nürnberg, 1839.

33. **Jodl, F.** Die Culturgeschichtsschreibung, ihre Entwickelung und ihr Problem. Halle, 1878.

34. **Oscar-Jäger, E. F.** Bemerkungen ueber den Geschichtlichen Unterricht. Beigabe zur dem "Hilfsbuch für den ersten Unterricht in alten Geschichte." Für Lehrer der Geschichte an Höheren Schulen. pp. 47. Wiesbaden, 1882.

35. **Julian, Camille.** Historical and Philological Seminaries in Germany. Revue internationale de l'Enseignement, 15 Oct. and 15 Nov., 1884.

Compare in this connection, the Philologische Wochenschrift, 12 Aug., 1882, pp. 10, 16, on German Seminaries.

36. **Keferstein.** Historiches Wissen und historiche Bildung. Ziller's Päd. Jahrbuch, XIII., p. 130 *et seq.*

37. **Krieger, F.** Der Geschichtsunterricht in Volks-, Bürger- und Fortbildungsschulen. Eine Anleitung zur richtigen Ertheilung der Geschichte. Nürnberg, 1876.

38. **Kurth, Prof.**, of Liege. Article on History in Germany, the Revue de l'Enseignement public en Belgique, XIX., pp. 90.

39. **Lazarus, M.** Ueber die Ideen in der Geschichte. Berlin, 1872.

40. **Lazarus, M.** Erziehung und Geschichte. pp. 51. Breslau & Leipzig, 1881.

41. **Löbell.** Grundzüge einer Methodik des geschichtlichen Unterrichts auf Gymnasien. Leipzig, 1847.

42. **Lorenz, Ottokar.** Friedrich Christoph Schlosser und ueber einige Aufgaben und Principien der Geschichtschreibung. pp. 91. Wien, 1878.

43. **Laughlin.** Instruction in Political Economy. New York, 1885.

44. **Maurenbrecher.** Geschichte und Politik. 1884.

45. **Miquel, F. W.** Beiträge eines mit der Herbart'schen Pädagogik befreundeten Schulmannes zur Lehre vom biographischen Geschichtsunterricht auf Gymnasien. Aurich, 1847.

46. **Morrison, J. Cotter.** Article on History in the new edition of the Encyclopædia Britannica.

A suggestive article on the nature and development of historical science. "A history of history is a desideratum in literature." "The institutional history of political states is at the present moment, perhaps, the subject which attracts the most lively attention of scholars."

47. **Muster, F.** Hauptlehrer in Köln. Die Geschichte in der Volksschule; eine von der Diesterweg-Stiftung in Berlin prämiirte Concurrenzschrift. pp. 78. Köln, 1876.

48. **Noack, F.** Alte und neue Ansichten ueber der Ziels der Geschichts-Unterrichts. Päd. Archiv., April, 1883.

49. **Nohl, Clemens.** Ueber die Nothwendigkeit einer gründlichen Reform des Lehrplans für den Geschichtsunterricht auf Real- und höheren Bürgerschulen. Neuweid.

50. **Nohascheck, H.** Ueber der Geschichts-unterricht in einer Volksschule von acht Klassen. Ein methodischer Versuch. pp. 38. Mainz, 1878.

51. **Peter, C.** Der Geschichts-unterricht auf Gymnasien. Ein methodischer Versuch. Halle, 1849.

52. **Ranke, Leopold von.** Geschichte und Politik.

Inaugural lecture upon the relations of history and politics, delivered in 1825, when Ranke became a professor in the University of Berlin.

53. **Seeley, J. R.** History and Politics.

A series of valuable articles, originally published in Macmillan's Magazine, *circa* 1882–83, and republished in Littell's Living Age. Prof. Seeley's views in regard to the practical and political bearings of history are here developed in detail.

54. **Seeley, J. R.** The Teaching of History.

This article, originally published in the Journal of Education, London, Nov. 1, 1884, is reprinted in full in the Methods of Teaching History, pp. 193–202. Prof. Seeley, who stands at the head of the Cambridge School of History, advocates the scientific and sociological method of historical study instead of the chronological and purely literary method. "We still arrange historic phenomena under periods, centuries, reigns, dynasties; but what is wanted is a real rather than a temporal classification. The phenomena should be classed under such headings as constitutional, international, economical, industrial, etc." For example, Seeley would have us study the agrarian laws of the Gracchi as the land-question of that period, and not mix historical economics with the conquest of Greece or of Carthage, with irrelevant facts of a military, literary, or philosophical nature.

55. **Seignobos, Charles.** L'Enseignement de l'histoire dans les universités allemandes. Revue Internationale de l'Enseignement supérieure en Europe, 15 June, 1881.

56. **Seignobos, Charles.** L'Enseignement d'histoire dans les Facultés. Revue Internationale de l'Enseignement supérieur, 15 Oct., 1883; 15 Aug., 1884.

57. **Smith, Goldwin.** Lectures on the Study of History.

58. **Stiehl, F.** Der vaterländische Geschichtsunterricht in unseren Elementarschulen. Koblenz, 1842.

59. **Stutzer, E.** Der Lernstoff im Geschichtlichen Unterricht. Päd. Archiv., 1883.

60. **Sybel, H. v.** Ueber den Stand der neuren deutschen Geschichtschreibung. Marburg, 1856.

61. **Thorpe, F. N.** The Study of American History in Schools and Colleges.

This paper embodies the results of a special inquiry regarding the extent to which the history of this country is pursued in American schools. It will be first published in Education, in the autumn of 1886, and will be finally embodied in the government report on history in the United States, now in preparation by H. B. Adams.

62. **Trainer.** How to study United States History. Chicago.

63. **Weber, Dr. Georg.** Der Geschichtsunterricht in Mittelschulen. Ein Vortrag. Heidelberg, 1864.

64. **Weber, Dr. Georg.** Der Geschichtsunterricht auf Schulen ein vorzüglizhes Mittel zur Bildung des Charakters und richtiger Lebensanschauung in der deutschen Jugend. Heidelberg, 1850.

65. **White, Andrew D.** The Study of History. Atlantic Monthly, Jan., 1870.

66. **Willmann, Dr. Otto.** Der elementare Geschichts-Unterricht. Leipzig, 1872.

67. **Wright, John Henry.** The Place of Original Research in College Education.

Suggestive notes on historical research, pp. 8, 18, 19, 20, 28. Transactions of the National Educational Association, 1882.

68. **Zillig.** Der Geschichts-Unterricht in den elementaren Erziehungs-Schulen. Ziller, Päd. Jahrbuch, XIV., p. 89.

See also the following articles from the Revue Internationale d'Enseignement: —

Sur l'Enseignement de l'histoire diplomatique. A. Sorel. pp. 75. 1881.

Concours pour l'Agrégation d'histoire et de geographie. Lavisse. pp. 137. 1881.

Deux Rapports sur l'organisation de l'enseignement des sciences politiques et administratives. Bufnoir. pp. 378. 1881.

Les origines de l'École des chartes et du Comité des travaux historiques. Au XVIII. siècle. Cilleuls. pp. 344. 1884.

Observations sur l'Enseignement des sciences publiques et administratives. E. Boutmy. pp. 378. 1881.

See also Bolingbroke, Letters on the Use and Study of History. Formerly in great favor.

Priestley, Lectures on the Study of History. Priestley prescribes excellent courses of reading in classical history.

W. Smith, Lectures on Modern History. At once a history, as its title indicates, and a trustworthy guide as to what books and parts of books should be read.

Goldwin Smith, On the Study of History and On Some Supposed Consequences of the Doctrines of Historical Progress. Two of three lectures given by Goldwin Smith as Regius Professor of Modern History at Oxford in 1859–61.

The articles by Prof. Frédéricq are now in process of translation into English, and will be ultimately published, with an introduction by H. B. Adams. See also the courses of the Seminar of the Prussian Statistical Bureau. Letters sur l'école d'administration, par A. Roulliet. pp. 37. Paris, 1876. Also the courses of the École libre des Sciences Politiques in Paris. Also the books referred to under the section entitled Legal Education, and for juvenile history the books on Reading.

XXIX.

MODERN LANGUAGES AND LITERATURE.

1. **Asher.** Ueber das Studium der neueren Sprachen an den Universitäten. Ein Nothschrei an die Unterrichtsbehörden, etc. Leipzig, 1881.

2. **Beljame, G.** D'Agregation des langues vivantes. Rev. de l'Enseignement, 1885.

3. **Berger, B.** Conférences pédagogiques sur l'enseignement de la langue maternelle. pp. 36. Paris, 1884.

4. **Bierbaum, J.** Die Reform des fremdsprachlichen Unterrichts. pp. 136. Cassel, 1886.

5. **Bréal, M.** Comment on apprend les langues etrangières. Rev. de l'Enseignement, 1886.

   Reviewed in New York Nation, April 22, 1886.

6. **Breymann, H.** Der neusprachliche Unterricht an Gymnasium und Realschule. Mit Anhang: Einige Stimmen von Fachmännern über die neusprachliche Unterrichtsmethode.

   Being an introduction to the author's Lehre vom französischen Verb. München und Leipzig, 1882.

7. **Breymann, H.** Bearing of the Study of Modern Languages on Education at Large. Manchester, 1871.

8. **Breymann, H.** Sprachwissenschaft und Neuere Sprachen. München, 1876.

9. **Brunetière, F.** L'Enseignement de la Litterature française dans les Facultés de lettres. Rev. de l'Enseignement, 1881.

10. **Comfort, G. F.** Modern Languages in Education. Syracuse, N.Y. C. W. Bardeen, 1886.

11. **Delbrück.** Das Sprachstudium auf den deutschen Universitäten. Jena, 1875.

12. **Elliott, A. M.** Modern Languages as a College Discipline. Education, Vol. V., No. 1, Sept.–Oct., 1884.

13. **Gebhard.** Langues et Litteratures Etrangières. Rev. de l'Enseignement, 1884.

14. **Gerard, L. J. V.** On the Comparative Method of Learning Foreign Languages. pp. 33. Leicester, 1876.

15. **Gericke, A.** Der französische Unterricht in der Mittelschule, der höheren Bürger- und der höheren Mädchenschule. pp. 26. 21 Heft. Vol. III. Pädagogischen Studien, von W. Rein. Eisenach, 1878.

16. **Gouin, F.** L'Art d'enseigner et d'étudier les langues. 12mo. pp. 589. Paris, 1886.

17. **Gröber, G.** Grundriss der romanischen Philologie (unter Mitwirkung von funfundzwanzig Fachgenossen). I. Lieferung. Strassburg, Trübner, 1886.

18. **Körting, G.** Encyclopaedie und Methodologie der romanischen Philologie. Third (and concluding) part soon to appear. Heilbron, Henninger.

19. **Körting, G.** Gedanken und Bemerkungen über das Studium der neueren Sprachen, auf den deutschen Höhschulen. pp. 83. Heilbron, 1882.

20. **Kuhff, Ph.** Le Principe et la Méthode de l'enseignement scholaire des langues vivantes.

21. **Kühn, K.** Zur Methode des französischen Unterrichts. Ein Beitrag zur Reform des Sprachunterrichts und zur Überbürdungsfrage. pp. 48. Wiesbaden, 1883.

22. **Marcel, C.** Language as a Means of Mental Culture and International Communication, or Manual of the Teacher and Learner of Language. 2 vols. London, 1853.

23. **March, F. A.** Method of Philological Study of the English Language. 12mo. New York.

24. **Paul, H.** Grundriss der germanischen Philologie (in preparation). Strassburg, Trübner.

25. **Pfalz, Franz.** Die neuesten Erscheinungen auf dem Gebiete des deutschen Sprachunterrichtes. In Pädag. Jahresber. 21tr Bd.

26. **Reinharostöttner, Von.** Gedanken über das Studium der modernen Sprachen, etc. München, 1882.

27. **Reinharostöttner, Von.** Weitere Gedanken über das Studium der modernen Sprachen. München, 1883.

28. **Sayce, A. H.** How to learn a Language. In Nature, 1879.

29. **Schaeffer.** Die vermittelnde methode. Ein praktischer Vorschlag zur Reform des franz. Sprachunterrichts, etc. Berlin, Hertz, 1886.

30. **Stapfer, P.** Sur Réforme de l'enseignement supérieure et les chaires de litterature. Rev. de l'Enseignement, 1884.

31. **Williams, A.** The Aim and Method of Teaching Foreign Languages in the High School. Massachusetts Teachers' Association, Dec., 1880.

32. **Zeller, E.** Ueber die Bedeutung der Sprache und des Sprachunterrichts für das geistige Leben. In Deutsche Rundschau. March, 1884.

See also l'Enseignement des langues modernes en Russie, Janowsky, et Sokolovski. Rev. d'Enseignement. pp. 138. 1882. Transactions of the Modern Language Association for 1884–85 (A. M. Elliott,

Secretary), in one volume, about to appear; The Modern Language Series (Pamphlets on the Study of Modern Languages, reprinted or published under the auspices of the M. L. A. of A.), Nos. 1, 2, 3. A. M. Elliott, Baltimore. See also the works in pedagogy, some of which have chapters devoted to this topic, and compare the wall-pictures for use in the study of foreign languages under Reading.

XXX.

NATURAL AND PHYSICAL SCIENCE.

I. *GENERAL.*

1. **Barnard, H.** Oral Training Lessons in Natural Science and General Knowledge, for Teachers. New York, 1871.

2. **Becker, B. H.** Scientific London. pp. 340. London, 1875.

3. **Bert, P.** Les Réformes de l'enseignement secondaire et le rôle der sciences dans l'education. Rev. de l'Enseignement, 1881.

4. **Eldridge.** The Cultivation of the Senses. Philadelphia.

5. **Faraday.** Mental Education. In lectures at the Royal Institute, 1855.

6. **Guckeisen, A.** Aufgabe und Organisation des naturwissenschaftliche Unterrichtes an höheren Lehre-Anstalten. pp. 43. Leipzig, 1884.

   A plea for science in girls' schools.

7. **Heym, K.** Zur Geschichts der mathematischen und naturwissenschaftliche Unterrichts an Gymnasien. pp. 54. Program der Thomasschule. Leipzig, 1873.

8. **Huxley, T.** Science and Culture. In Science and Culture, and Other Essays. London, 1882.

9. **Lowe, E.** Stellung der Schule zur Naturwissenschaft. pp. 57. Berlin, 1874.

10. **Monnier.** La Science ès Sciences Naturelles. Rev. de l'Enseignement. 1882.

11. **Muehlberg, F.** Natural Science in Secondary Schools. Washington, 1882.

12. **Report** of the Royal Commission on Scientific Instruction, appointed 1870, and publishing 1000 pages of testimony and eight reports, with appendixes and index, the last volume appearing 1875.

13. **Report** of the Committee on Science Teaching, of the Am. Assoc. for the Advancement of Science. Proceedings, 1880.

14. **Reymond, E. du Bois.** Culturgeschichte und Naturwissenschaft. pp. 59. Leipzig, 1878.

15. **Roscoe, H. E.** Original Research as a Means of Education. pp. 21–57. In Essays and Addresses, Owen's College. London, 1874.

16. **Rowland, H. A.** A Plea for Pure Science. Am. Assoc. for the Advancement of Science. pp. 105–126. 1883.

17. **Shaler, N. S.** Natural History Education. In Proceedings Nat. Educa. Assoc., 1872.

18. **Schwalbe, Dr. Prof.** Über Bestrebungen für die Hebung des Unterrichts in den experimentellen Wissenschaften. pp. 20. Berlin, 1885.

19. **Siebeck.** De l'essence et du but des études scientifiques. Rev. de l'Enseignement, 1877.

Two articles.

20. **Steele, J. Dorman.** The Growth and Development of the Teaching of Science in the Schools and Colleges of New York. In ninety-eighth report of the Board of Regents of the Univ. of the State of New York. 1884.

21. **Whewell, Wm.** Influence of the History of Science on Mental Education. In lectures of the Royal Institute. London, 1855.

22. **Wilson, J. M.** On Teaching Natural Science in Schools.

A valuable book by the head master of Clifton College.

23. **Zacharias, Otto.** Die Naturwissenschaft als Grundlage einer freisinnigen Erziehung. In Die Gegenwart. Dec. 1, 1877.

II. *SPECIAL SCIENCES.*

a. Chemistry.

1. **Arendt, R.** Ueber den Unterricht in der Chemie an höheren und niederen Schulen. Leipzig, 1868.

2. **Clarke, F. W.** A Report on the Teaching of Chemistry and Physics in the United States. pp. 219. Circulars of Information of the Bureau of Education. No. 6. Washington, 1881. Appendix, Text-books of Chemistry and Physics.

Valuable.

3. **Erdmann, O. L.** Ueber das Studium der Chemie. Leipzig, 1861.

4. **Franz,** Gay-Lussac. Mit Anhang, ueber die chemalige polytechnischen Schule. In Werke. Bd. 3.

5. **Gerding, T.** Geschichte der Chemie. Leipzig, 1867.

6. **Francis, G. W.** Chemical Experiments illustrating the theory, practice, and application of the science of chemistry; and

containing the properties, uses, manufacture, purification, and analysis of all inorganic substances, with numerous engravings of apparatus, etc. 8vo. pp. 252. London, 1858.

7. **Frankland, Ed.** How to teach Chemistry. Hints to science teachers and students. Being the substance of six lectures delivered at the Royal College of Chemistry, June, 1872. Summarized and edited by G. Chaloner. 12mo. Philadelphia.

8. **Kopp, H.** Beiträge zur Geschichte der Chemie. Braunschweig, 1875.

Like Gerding above, contains educational hints.

b. Physics.

1. **Dürring, E.** Kritische Geschichte der allgemeinen Principien der Mechanik. Leipzig, 1877.

Educational allusions.

2. **Grüger, J.** Die Physik in der Volksschule. Ein Beitrage zur methodischen Gestaltung des ersten Unterrichts in der Physik. Leipzig, 1876.

3. **Maier**, in Schmid's Pädagogisches Handbuch.

A good discussion of physics in the public and normal schools.

4. **Tyndall.** The Importance of the Study of Physics. Royal Institute Lectures, 1885.

See also his address on the methods and tendencies of physical investigation.

5. **Netoliczka, E.** Methodik des physikalischen Unterrichtes an Volks- und Bürgerschulen. pp. 181. Wien, 1879.

A detailed plan by which it is argued physics might be introduced into schools for much younger children than at present.

6. **Wead, C. K.** Aims and Methods of the Teaching of Physics. pp. 158. No. 7. 1884. Circular of the Information of the Bureau of Education. Washington, 1884.

A valuable report, with much testimony from America, and some from foreign teachers of physics. See also his Physics in Common Schools. Proceedings of the American Educational Association, 1885.

7. **Poggendorff, J. C.** Geschichte der Physik. Leipzig, 1879.

Educational reference.

A large work is announced by K. Stumpf, which pays special attention to school physics. A work is also expected by Prof. Mendenhal, in furtherance of a plan proposed by him in 1882, at Toronto.

c. Mineralogy.

1. **Groth, P.** Ueber das Studium der Mineralogie auf den deutschen Hochschulen. Strassburg, 1875.

2. **Sidler, W.** Zur Entwicklungsgeschichte der modernen Meterologie. Einsiedeln, 1877.

3. **Williams, G. H.** The New Petrography (in preparation).

d. Astronomy.

1. **Newcomb, S.** Suggestions respecting a School of Practical Astronomy. pp. 4. Baltimore, 1876.

e. Biological Sciences.

1. **Beal, W. J.** The New Botany. A lecture on the best method of teaching. 8vo. pp. 15. Lansing, 1882.

2. **Burgess, E. S.** Syllabus of the Courses in Botany and Zoölogy in the Washington, D. C., High School. pp. 39. 1884.

3. **Czermak, J. N.** Die Physiologie als allgemeines Bildungs-Element. pp. 24, Leipzig, 1870.

4. **Farlow, W. G.** Biological Teaching in Colleges. pp. 577–586. Popular Science Monthly, March, 1886.

5. **Hartwell, E. M.** The Study of Anatomy. Historically and legally considered. pp. 37. Boston, 1881.

6. **Henfrey.** The Study of Botany. In Youman's Culture Demanded by Modern Life.

7. **Huxley, T.** Elementary Instruction in Physiology. In his Science and Culture, and Other Essays. London, 1882.

8. **Loew, E.** Der botanischen Unterricht an höheren Lehranstalten. Bielefeld, 1876.

9. **Luben, A.** Anweisung zu einem methodischen Unterricht in der Pflanzenkunde. Halle, 1879.

10. **Paget.** The Importance of the Study of Physiology. Lecture before the Royal Institute, 1855.

11. **Pflüger, E.** Wesen und Aufgaben der Physiologie. pp. 16. Bonn, 1878.

12. **Reymond, E. Du Bois.** Die physiologische Unterricht sonst und setzt. pp. 31. Berlin, 1878.

13. **Rolleston, G.** Biological Training and Studies. pp. 846–79. Vol. II. of his Scientific Papers and Addresses. Oxford, 1884.

14. **Rouchet, G.** Rapport au ministre sur un Museum en Allemagne. (Les Collections d'Anatome Comparée. Rev. Int. de l'Enseignement, 1881.)

15. **Trelease.** Inaugural Address at the Opening of the State School of Botany. St. Louis, 1886.

16. **Virchow, Rudolf.** Die Freiheit der Wissenschaft im modernen Staat. pp. 32. 1878.

His well-known Münich address, objecting to the teaching of evolution in schools of lower grade. Cf. E. Haeckel's reply, Freie Wissenschaft und freie Lehre. pp. 106. Stuttgart, 1878.

17. **Waldeyer.** Wie soll man Anatomis Lehren u. Lehrnen. pp. 41. Berlin, 1884.

18. **Youmans, Eliza.** An Essay on the Culture of the Observing Powers of Children, especially in Connection with the Study of Botany. Edited, with notes and a supplement, by Joseph Payne. 12mo. London.

The pedagogic literature on the special sciences is small, but the educational activity of scientific men is best exemplified in text-book methods, and especially in illustrative apparatus, in devising and using, which tact for teaching here finds wide scope. For this latter a discriminating descriptive catalogue is needed. In the art of popular scientific teaching and writing, another concrete exemplification of pedagogy in science is seen. Cf., *e.g.*, the lectures and books which French scientific men, owing to a well-known peculiarity of the University of Paris, evolve with such lucidity; also lectures like those in the *Zeit- und Streit-Fragen* Series, and the *Populäre Wissenschaftliche Vorträge* Series, etc.; public lectures like those of Helmholtz, Du Bois Reymond, Huxley, Tyndall, the Geike Series, and many others; or, for younger learners, works like A. Watt's A Lump of Coal, A Lump of Chalk, etc. Teachers may also be referred to the biographies of eminent scientific men like Newton, Brewster, De Morgan, W. K. Hamilton, Maxwell, Faraday, etc. See also the following sections on real schools and technical education. In the school curricula of some of our cities, well-advised and coherent courses of instruction in science have been wrought out. In most cases, however, these courses are very unpedagogically and unscientifically devised. Another and perhaps the most grave difficulty is the lack of that degree of co-operation between colleges and high schools which exists in Greek and Latin, many colleges doing the same and often less work than many high schools.

XXXI.

REAL SCHOOL.

1. **Ammermüller.** Die Real- und Gewerbe-Schulen. Stuttgart, 1837.

   Of historic interest.

2. **Isaac, H.** Wissenschaftlichkeit und Idealismus in der Realschule. Berlin, 1880.

3. **Krämer.** Historischer Blick auf der Realschulen Deutschlands. Hamburg, 1870.

4. **Kriess, G. F.** Das Realschulwesen, nach seiner Bedeutung und Entwicklung. Stuttgart, 1863.

5. **Krück, M.** De l'État actuel de les question des écoles reales en Allemagne. Rev. de l'Enseignement, 1883.

   Good.

6. **Laas, E.** Gymnasium und Realschule. Alte Fragen, mit Rücksicht auf das bevorstehendende preussische Unterrichtsgesetz, historisch und kritisch von Neuen beleuchtet. p. 95. Berlin, 1875.

7. **Lattmann, J.** Reorganisation des Realschulwesens und Reform der Gymnasien. pp. i. Th. 38, ii. 90. Göttingen, 1873.

8. **Nagel.** Die Idee der Realschule. Ulm, 1840.

   Of historical value.

9. **Ostendorf.** Die Vorbildung für das Lehramt in Realschulen. 1870.

10. **Rolleston, G.** The Relative Value of Classical and Scientific Training. pp. 716–22. Vol. II. Scientific Papers and Addresses. Oxford, 1884. Nature. Vol. II. pp. 250–52. 1870.

11. **Schultz, Schultzendorf.** Das Zustand der Wissenschaft auf Universitäten und das Verhaltniss zur Lebens Praxis mit Beziehung auf der Zulassung der Realschulabiturienten zur Universitätsstudium und der Weg zur Wiedergeburt, 1870.

12. **Strack, M.** Das Schulwesen Italien's besonders die Realschulen Italien's im Jahr 1878. pp. 80. Leipzig, 1878.

Good.

13. **Séailles.** Les Realschulen. Rev. de l'Enseignement, 1882.

14. **Walser, E.** Entwickelung der Realschulwesens. Wien, 1877.

See Zeitschrift für Realschulwesen;. Edited by J. Kolbe, Vienna. Also Central-Organ für die Interessen des Realschulwesens; Edited by D. M. Strack, Berlin, and several other journals of more local interest, devoted to the interest of real schools. See later section on Gymnasia. The voluminous controversial literature respecting real schools and gymnasia in Germany is mainly omitted here, as being without further practical interest in this country.

XXXII.

TECHNICAL AND INDUSTRIAL EDUCATION.

1. **Anon.** Das technische Unterrichtswesen in Preussen. Sammlung ämtlicher Aktenstücke. Berlin, 1879.

2. **Baines, E., and Curzon.** Yorkshire Union of Mechanics' Institutes. pp. 31–50. Vol. III. Second Report of the Royal Commissioners of Technical Instruction. London, 1884.

3. **Barnard, H.** Special Instruction in Great Britain. pp. 21–250. Vol. VI. The American Journal of Education. Hartford, 1871.

4. **Barnard, H.** Scientific Schools in France. The Polytechnic School at Paris. pp. 130. Hartford.

   Republished from the Am. Journ. of Ed.

5. **Barnard, H.** Scientific and Industrial Education in Europe. Special Report to the Commissioner of Education. pp. 784. Washington, 1870.

   Of mainly historical interest now.

6 **Bartley, G. C. T.** The Schools for the People. pp. 582. London, 1871.

   History, development, and present working of each kind of English school for the industrial and poorer classes.

7. **Bauer, Max.** Zur Frage des gewerblichen Lehrlingswesen. In Die Gegenwart. 11ter Bd. 1877.

8. **Bell, I. L.** The Training of Employes, or Superior Managers, Foremen, Artisans in the Manufacture of Iron. pp. 19–30. Vol. III. Second Report of the Royal Commissioners of Technical Instruction. London, 1884.

9. **Bücher, B.** Geschichte der technischen Künste. Stuttgart, 1878.

10. **Bücher, K.** Die gewerbliche Bildungsfrage und der industrielle Rückgang. pp. 66. Vol. II. Pädagogischen Studien von W. Rein. Wien und Leipzig, 1877.

11. **Carter, C. M.** Industrial Drawing: Plan for a First Year's Work. In 47th Mass. Report. Boston.

12. **Cousin, V.** Education in Holland, as regards Schools for the Working Classes and the Poor. Tr. pp. 299. London, 1878.

13. **Cuyper, C. de.** L'enseignement technique supérieur dans l'empire d'Allemagne. pp. 348. Liége, 1875.

Report by provinces.

14. **Deseilligny, A. P.** De l'influence de l'education sur la moralité et le bien-être des classes laboreures. Paris, 1868.

Crowned by the Academy.

15. **Edgeworth, M.** Practical Education.

16. **Enquête** sur l'enseignement professionnel. 2 vols. pp. 440 (1864), 806 (1865). Commission de l'enseignement technique. pp. 186. Paris, 1865.

Collection of depositions made under the direction of the minister of agriculture, commerce, and public works. Now of mainly historical interest.

17. **Gelbe, T.** Handfertigkeitsunterricht. pp. 112. Dresden, 1885.

Best in lithography.

18. **Genauck, C.** Die gewerbliche Erziehung durch Schulen. Lehrwerkstatten, Museen und Vereine im Königreich Württemberg. pp. 213. Reichenberg, 1882.

19. **Goddard, Geo.** A volume on Mechanics' Institutes, entitled Geo. Birbeck, the Pioneer of Popular Education. London, 1884.

20. **Greard.** Enseignement professionnel.

21. **Greenwood, J. G.** On Some Relations of Culture to Practical Life. pp. 1–19. In Essays and Addresses. Owen's College. London, 1874.

22. **Grunow, H.** Die gewerbliche Fortbildungs-Mittelschule. pp. 45. Leipzig, 1872.

A prize essay.

23. **Ham, Chas.** Manual Training. New York, 1886.

24. **Hill, A.** Our Industrial Schools. In Contemporary Review. Jan., 1882.

25. **Hutzelmann, C.** Lehr- und Uebungsbuch für den gewerblichen Fortbildungs-unterricht mit einem Anhang. pp. 196. Nürnberg, 1880.

26. **Huxley, T.** Technical Education. In his Science and Culture, and Other Essays. London, 1882.

27. **Jende, P.** Schule-, Volkswirtschaft-, Zeit-, und Streitfragen. Heft, 773. 1886.

28. **Jenkins, H. M.** Report on Agricultural Education in North Germany, France, Denmark, Belgium, Holland, and the United Kingdom. pp. 442. Vol. II. Second Report of the Royal Commissioners on Technical Instruction. London, 1884.

29. **Johnson.** Education by Doing. New York.

30. **Krause, F. W. D.** Die Geschichte des Unterrichtes in den weiblichen Handarbeiten. pp. 89–136. See C. Kehr Geschichte der Methodik. 3 Bd. Gotha, 1881.

With valuable literary references.

31. **Lachenmeyer**, Farbenfibel. Kurzgefasste Anleitung zur Mischung. Zusammenstellung u. Behandlung der Farben m. Rücksicht auf deren Verwendung bei der Toilette und der Zimmerausstattung. pp. 25. 1 Cromolith. Reutlingen, 1885.

32. **Lannhardt**. Les écoles techniques superieures de Allemagne. Rev. de l'Enseignement, 1885.

33. **Legorju, J.** Die Handarbeits-Unterricht als Classen-Unterricht. pp. 183. Cassel, 1878.

34. **McArthur**. Education in its Relation to Industry. 1885.

35. **McLaren**. Technical Schools and Workshops.

36. **Marenholtz v.** Education by Work.

Chiefly the kindergarten standpoint.

37. **Mather, W.** Report on Technical Education in the United States of America and Canada. pp. 1–84 (1–857 the Commissioners). Vol. II. Second Report of the Royal Commissioners on Technical Instruction. London, 1884.

38. **Mather, W.** Notes on Technical Education in Russia. pp. 3–27, Vol. III. Second Report of the Royal Commissioners of Technical Instruction. London, 1884.

39. **Maurice, F. D.** Representation and Education of the People. Chapters from English History. Crown 8vo, paper. London.

40. **Maurice, F. D.** Learning and Working. Six Chapters on the Foundation of Colleges for Workingmen. 12mo. London, 1855.

41. **McLaren, Walter S. B.** Report to the Worshipful Clothesworkers' Company of London on the Weaving and Other Technical Schools of the Continent. pp. 118. London, 1877.

42. **Magnus, P.** Technical Instruction.

43. **Putsch, A.** Die Reorganisation der Gewerbeschule und der von ihr zu erwartende Nutzen. Ein Beitrag zur Lösung dieser Frage. Berlin, 1879.

44. **Report** (second) of the Royal Commissioners on Technical Instruction. London, 1884.

Four large blue-books. A systematic survey of the state and methods of special institutions for technical instruction in Europe. Of the greatest value. See condensed review of this report, by the late C. O. Thompson, in circulars of the Bureau of Education. No. 3. 1885. IV. Minutes of Evidence relating to England. Vol. IV. Evidence relating to Ireland.

45. **Roscoe, H. E.** Techuical Instruction in France. pp. 63. Circulars of Information of the Bureau of Education, No. 6. Washington, 1882.

46. **Roscoe, H. E.** Examination of Witnesses in respect to Technical Instruction. Vol. III. Second Report of the Royal Commissioners of Technical Instruction. London, 1884.

47. **Roscoe, H. E.** Evidence in respect to the Working of Calico Printing. pp. 1–19. Vol. III. Second Report of the Royal Commissioners of Technical Instruction. London, 1884.

48. **Rossel, E.** Leitfaden für den Unterricht in den weiblichen Handarbeiten zum Gebrauch für Schule und Haus. pp. 59. Berlin, 1881.

49. **Russell, J. S.** Systematic Technical Education for English People. 8vo. London.

50. **Schönberg, D. G.** Handbuch der politische Oekonomie. pp. 890–904. Tübingen, 1882.

Rich in information and literature in industrial education.

51. **Siemens, C. W.** Evidence in respect to the Various Systems of Education in the World in relation to Technical Instruction.

pp. 125–143, Vol. III. Second Report of the Royal Commissioners of Technical Instruction. London, 1884.

52. **Stetson, Charles B.** Technical Education: what it is, and what American Public Schools should teach. pp. 284. Boston, 1874.

53. **Sullivan, W. K.** Technical Instruction in Ireland. pp. 107–119, Vol. III. Second Report of the Commissioners on Technical Instruction. London, 1884.

54. **Stobbe, U.** Lehrbuch für den Handarbeit-Unterricht. pp. 84. Leipzig, 1882.

Twelve plates.

55. **Thompson, C. O.** The Modern Polytechnic School. Inaugural Address, delivered at the Opening of the Rose Polytechnic Institute, March 7, 1883. pp. 27. Terre Haute.

56. **Technical** Teaching. Subsidiary Aids to Instruction. Thrift in Schools. pp. 648. Sec. B. Vol. XIV.

See International Health Exhibition. London, 1884.

57. **Das techniche** Unterricht in Preussen. Sammlung des Handelsministeriums, etc. pp. 313. Berlin, 1879.

Official and legal acts pertaining thereto.

58. **Twining.** Technical Training. London, 1874.

59. **Wardle, T.** Report on the Silk Industry. pp. 29–106, Vol. III. Second Report of the Royal Commissioners on Technical Instruction. London, 1884.

60. **Warren, S. E.** Notes on Polytechnic or Scientific Schools in the United States. Their Nature, Position, Aims, and Wants. New York.

See also the following pamphlets: I. Ayrton, The Improvements Science can effect in our Trades, and the Condition of our Workingmen.—II. Belfield, H. H., Inaugural Address by the Director of the Chicago

Manual Training School. — III. Clark, J. S., Industrial Ed., Address to the Am. Inst. of Instruction, 1882. — IV. Garrett, P. C., Progress of Industrial Education, Philadelphia, 1883. — V. Jarvis, E., Value of Common School Education to Common Labor (circular of Bureau of Ed. No. 3. 1879). — VI. Magnus, P., Technical Instruction in Elementary and Intermediate Schools, London, 1883. — Magnus, P., Introductory Address at the Opening of Finsburg Technical College, 1883. — VII. Runkle, J. D., Report of Industrial Education, Boston, no date. — VIII. Slagg, J., Technical Teaching, Address to Workingmen, Manchester, Eng., 1884. — IX. Woodward, C. M., Fruits of Manual Training, Popular Science Monthly, July, 1884. See also a short notice of the city and guilds of London Institute, London, 1884. — Industrial Education in France, pp. 62. — First Report of Royal Commissioners. — Report on Industrial Education in Boston; and Communication respecting Industrial Education, by Chas. G. Leland (Circular of Information, No. 3, 1883. pp. 16–23. — Bureau of Education, Washington, D. C.). — Industrial Education in U. S. A Special Report, pp. 319, 1883. — U. S. Bureau of Education, Washington, D. C. — Chapters on Labor as an Educator, Education and Industrial Arts, and Education and Invention, pp. 135–156. — Education Abroad, by B. G. Northrop, Sec. Connecticut Bd. of Ed., 1873. — Artisans' General Technical Schools and Apprenticeship Schools, Second Report British Royal Commissioners, Vol. , pp. 43–66. — Nature and Extent of Technical Training afforded by English Schools and Colleges, Second Report of British Royal Commissioners, Vol. I., pp. 393–504. — Conclusions and Recommendations of British Royal Commissioners, Second Report, Vol. I., pp. 505–540. — Industrial and Scientific Education in United States, by Pres. A. D. White. N. Y., 1874. See Art. Trade Museum and Trade Schools in Encyclopædia Britannica. Vol. XXI. See reports, catalogues, etc., of Cornell and Vanderbilt University, the Stevens Institute at Hoboken, the Rensselaer Polytechnic Institute, the Institute of Technology, the Lawrence and Sheffield Scientific Schools, Cooper Union, Auchmuty Trade Schools, Case School of Applied Sciences, Hampton Institute, Lehigh University, Colleges of Agriculture and Mechanic Arts, Philadelphia School of Industrial Art, Worcester Free Institute, etc. See also papers by E. E. White, C. O. Thompson, J. D. Runkle, J. M. Ordway, C. G. Leland, Woodward, and many others in the proceedings of the department of superintendents, and elsewhere. The history of the great movement that began with the gift of Amos Lawrence is yet to be written.

XXXIII.

GERMAN GYMNASIA.

1. **Barnard, H.** Classical Gymnasium. France, Italy, Russia, Saxony, Saxe-Coburg, Saxe-Meiningen, Saxe-Weimar, Schleswig-Holstein, Switzerland. In his National Education in Europe. Hartford, 1870.

2. **Barnard, H.** Real-gymnasium and Real-school. Basle, Berne, Coburg, Gotha, Lausanne, Leipzig, Lucerne, Meiningen, Schleswig, Weimar. In his National Education in Europe. Hartford, 1870.

3. **Hirgel, C.** Vorlesungen ueber Gymnasial Pädagogik. Tübingen, 1876.

4. **Paulsen, F.** Les Gymnases Prussien au XIX siècle. Rev. de l'Enseignement, 1885.

5. **Rappold, J.** Unser Gymnasien. Wien, 1881.

6. **Redivivus, C.** (pseudonym). Der Krebsschaden unserer Gymnasium. Leipzig, 1886.

7. **Schwartz.** Der Organismus der Gymnasien. Berlin, 1876.

See the treatises of Nägelsbach, Roth, and Schrader, on Gymnasial Pädagogik, and of the journals especially devoted to gymnasia. See Jahn'schen Jahrbüches. Päd. Revue. — Mutzell's Zeitschrift für Gymnasialwesen, und Zeitschaft für östrreichischen Gymnasien.

XXXIV.

ANCIENT LANGUAGES AND LITERATURE.

1. **Abbott, E. A.** On the Teaching of Latin Verse Composition. Education. pp. 29. Cambridge, England, 1883.

2. **Adams, C. F.** A College Fetich. pp. 71. Second edition. Boston, 1884.

   His well-known address on the Greek question, supplemented by the article of E. H. James, and by other matter.

3. **Amos, A.** Four Lectures on the Advantages of a Classical Education, as an Auxiliary to a Commercial Education. pp. 281. London, 1846.

4. **Bergoigne, A.** La place du Sanscrit et la grammaire comparèe, dans l'enseignement universitaire. Rev. de l'Enseignement, 1886.

5. **Bourgeois, E.** L'Enseignement classique. Two articles. Rev. de l'Enseignement, 1883.

6. **Breymann, H.** Ueber Lautphysiologie und deren Bedeuting für den Unterricht. pp. 32. München und Leipzig, 1884.

7. **Bursians.** Geschichts der Klassischen Philologie in Deutschland.

8. **Collignen, Max.** L'Enseignement de l'archeologie classique et les collections de moulanges dans les universites allemandes. Rev. de l'Enseignement, 1882 and 1884.

9. **Delbruck.** Das Sprachstudium in der deutschen Universität. pp. 24. 1875.

10. **Dreyfus, Brisac.** La question du latin. Rev. de l'Enseignement, 1885.

11. **Egger, E.** L'hellénisme en France. pp. i. 471, ii. 498. Paris, 1869.

The influence of Greek studies on the development of the French language and literature.

12. **Egger, E.** La tradition et les réformes dans l'enseignement universitaire souvenirs et conseils. pp. 368. Paris, 1883.

Modern philological and mainly classical questions discussed.

13. **Fechner, H.** Gelehrsamkeit oder Bildung? Versuch einer Lösung der Gymnasiums und Realschulfrage. pp. 79. Breslau, 1879.

A vigorous pamphlet.

14. **Freund, W.** Wie studirt man Philologie? pp. 158. 4th ed. Leipzig, 1880.

A very convenient hodegetic for students of languages.

15. **Goodwin, W. W.** Bulletin of the School of Classical Studies at Athens. pp. 29. Boston, 1883.

16. **Hofmann, A. G.** The Question of a Division of the Philosophical Faculty. pp. 77. Boston, 1883.

The notable report in which are gathered many opinions of German professors as to the success of the plan of admitting graduates of real schools to the university on equal terms with graduates of gymnasiums, after the plan had been tried for a term of years.

17. **Kirchoff, A.** De l'Enseignement de la philologie classique dans les universites. Rev. de l'Enseignement, 1884.

18. **Lersch, L.** Die Sprachphilosophie der Alten. pp. i. 204, ii. 202. Bonn, 1838–40.

Contains educational matter.

19. **Mueller, F. M.** Inaugural Lecture on the Value of Comparative Philology as a Branch of Academic Study. Vol. IV. of his Works.

20. **Muff.** Ueber die Auswahl der auf den Gymnasien zu lesenden griechischen Schriftsteller. 1885.

21. **Müller, L.** Geschichte der klassischen Philologie in den Niederlanden. pp. 249. Leipzig, 1869.

    Educational matter.

22. **Sauveur, L.** Introduction to the Teaching of Ancient Languages. pp. 57. New York, 1879.

23. **Schmeding, F.** Die klassische Bildung in der Gegenwart. pp. 204. Berlin, 1885.

    An interesting discussion.

24. **Sears, Barnas.** The Ciceronian; or, the Prussian Method of Teaching the Elements of the Latin Language, adapted to the use of American schools. 18mo. pp. 184. Boston, 1845.

25. **Taylor, S. H.** Classical Study: its Value illustrated by Extracts from the Writings of Eminent Scholars. pp. 381. Andover, 1870.

    Evoked by Youman's Culture demanded by Modern Life. See also his Value of Classical Study, written earlier. See also the many German periodicals, in which the records of seminaries, etc., are kept, which are especially devoted to training in pedagogy, combined with ancient languages, for the benefit of candidates for gymnasial professorships. See the section on Normal Schools.

XXXV.

STUDENT LIFE AND CHARACTER.

1. **Anon.** Etonia, Ancient and Modern. pp. 238. London, 1865.

   The best parts are those on student life.

2. **Anon.** By a Graduate of '69. Four Years at Yale. pp. 713. New Haven, 1871.

   Very full on student life.

3. **Anon.** My School-boy Friends: a Story of Whitminster Grammar School. 16mo. pp. 354. Boston.

4. **Anon.** Eight Years a Blue-coat Boy; or, Dundalker's School-days. pp. 117. London.

5. **Anon.** Student-Life at Harvard. pp. 518. Boston, 1876.

6. **Anstey, H.** Monumenta Academica, or Documents Illustrative of Academical Life and Studies at Oxford. 2 parts. pp. 366, 866–859.

7. **Baird, W. R.** American College Fraternities. pp. 212. Philadelphia, 1879.

8. **Barnard, H.** True Student Life. Letters, Essays, and Thoughts on Education, Studies, and Conduct addressed to Young Persons by Men Eminent in Literature and Affairs. pp. 416. Hartford, 1872.

9. **Bärnstein, A. P. v.** Beiträge zur Geschichte und Literatur des deutschen Studententhums. pp. 156. Würzburg, 1882.

   Very valuable, containing also a systematic collection of literature on the subject.

10. **Beneke, F. W.** Die Altersdisposition. pp. 94. Marburg, 1879.

Treats of the physiology and pathology of the different periods of life, considering especially liability to disease, and the changes in volume of heart and arteries, etc.

11. **De Pressensé, Mme.** Two Years of School Life. pp. 265. London.

12. **Dolch, O.** Geschichte des deutschen Studententhums. pp. 300. Leipzig, 1858.

Extending only down to the war of emancipation.

13. **Georgens.** Das Spiel u. die Spiele der Jugend. pp. 276. Leipzig.

14. **Goulburn, E. M.** The Book of Rugby School. pp. 252. 1856.

History and daily life.

15. **Grube, A. W.** Blicke ins Triebleben der Seele, psychologische Studien für angehende Pädagogen und Psychologen. pp. 306. Leipzig, 1861.

Devoted to the instinctive manifestation of will and intelligence in children, with some illustrations from the current literature of instruction.

16. **Fair** Harvard. A Story of American College Life. pp. 309.

17. **Hall, B. H.** A Collection of College Words and Customs. pp. 508. Cambridge, 1856.

Arranged alphabetically. Valuable for student life.

18. **Haupt, J. L.** Landsmannschaften und Burschenschaft. pp. 364. Altenburg, 1820.

19. **Hughes, Thomas.** Tom Brown's Schooldays. pp. 376. Last edition. London, 1880.

See Edin. Review. Jan., 1858.

20. **Keil, R. und R.** Geschichte des jenaischen Studentenlebens. (1548–1858). pp. 662. Leipzig, 1858.

Containing much valuable incidental matter on the history of the University.

21. **Masson.** Les enfants célebres. Paris, 1863.

A history of children of all ages and lands; illustrated.

22. **Meiners, C.** Ueber die Verfassung und Verwaltung deutscher Universitäten. 2 Bd. pp. 372, 448. Göttingen, 1801–2.

Chiefly valuable now for the study of disciplinary methods of student life, although containing much else.

23. **Mueller, F. Max.** Chips from a German Workshop. 5 vols. N.Y., 1881.

Vol. V. On Freedom.

24. **Mohl, R. v.** Geschichtliche Nachweisungen über die Sitten und das Betragen der Tübinger Studirenden während des 16ter Jahrhunderts. pp. 79. Tübingen, 1871.

25. **Osgood, Samuel.** Student Life. Letters and Recollections for a Young Friend. 12mo. pp. 164. New York, 1861.

26. **Pascoe, C. E.** Everyday Life in our Public Schools. pp. 324. London, .

Very interesting sketches by a representative head scholar of each of the seven great schools, with added notices of St. Paul's and Merchant Tailor's schools and Christ's Hospital, and glossary of school terms.

27. **Pilger, Dr. Robert.** Das Verbindungswesen auf Gymnasien. pp. 82. Berlin, 1880.

28. **Pocci, F. G.** Gedenkblätter als Erinnerung an das Universitäts-Studiengenossen-Fest in Landshut. July 22, 1860. pp. 63. Landshut, 1860.

29. **Schaden.** Vorlesungen über akademisches Leben und Studium. pp. 472. Marberg und Leipzig, 1845.

Of some value for the study of student life to pp. 121, Part I.

30. **Steffens, Heinrich.** German University Life. The Story of my Career as Student and Professor. pp. 284. Philadelphia, 1874.

31. **Stedman, Algernon M. M.** Oxford: its Social and Intellectual Life, with Remarks and Hints on Expenses, the Examinations, the Selection of Books, etc. pp. 309. London, 1878.

Primarily for students on entering.

32. **Timbs, J.** Schooldays of Eminent Men. London, 1858.

Illustrated.

33. **Weigl, M.** Gedenken des Corps Bavaria an der Universität München zur Feier seines Jubiläums in Landshut, 1867. pp. 614. München, 1868.

34. **Wordsworth.** Social Life at the English Universities in the Eighteenth Century.

See also Hart's German Universities; Everett, On the Cam; Bristed, Five Years in an English University. See section on the Study of Children. See especially current American college journals, of which now several score are published.

XXXVI.

THE SCHOOL AND THE FAMILY.

1. **Abbott, E. A.** Hints on Home Teaching. London.

2. **Abbott, J.** Gentle Measures in the Management and Training of the Young. New York.

3. **Bell, A.** An Experiment in Education, made at the Male Asylum at Egmore, near Madras, suggesting a system by which a school or family may teach itself, under the superintendence of the master or parent. London, 1805.

4. **Böhme, E.** Licht- und Schattenbilder häuslicher Erziehung. Dresden, 1878.

5. **Dwight, Theo., Jr.** The Father's Book; or, Suggestions for the Government and Instruction of Young Children on Principles Appropriate to a Christian Country. 2d ed. pp. 212. Springfield, 1835.

6. **Fletcher, Matilda.** Practical Ethics for Schools and Families. New York.

7. **Kennedy, H. A.** The Heart and the Mind. True words on training and teaching. London.

8. **Kennedy, John.** The School and the Family. The Ethics of School Relations. pp. 205. New York.

9. **Mann, Mary.** Moral Culture of Infancy. N. Y., 1877.

10. **Martineau, Harriet.** Household Education. pp. 366.

11. **Meyer, Bertha.** Aids to Family Government; or, from the Cradle to the School. 12mo. pp. 208. New York, 1879.

12. **Northend.** The Teacher and Parent. New York.

13. **Schultz, F.** Die häusliche Erziehung im Zusammenhang mit der Schule. Schweinfurt, 1876.

14. **Thiersch, H. J.** Family Life. London, 1856.

A good old-fashioned German book translated.

15. **Strure, A.** A Familiar View of the Domestic Education of Children during the Early Periods of their Lives, etc. Translated by Willich. London, 1802.

See next topic.

XXXVII.

MORAL EDUCATION.

1. **Abbott, J.** The Teacher. Moral influences employed in the instruction and government of the young. pp. 293. New York.

2. **Academy Keeper,** The; or, A variety of useful directions concerning the management of an academy, the terms, diet, lodging, recreation, discipline, and instruction of young gentlemen; with the proper methods of addressing parents and guardians of all ranks and conditions. As also necessary rules for the proper choice and treatment of academy-wives, ushers, and other menial servants, with the reasons of making them public. 12mo. Paper. pp. 28. London, 1770.

As may be inferred from the title, this rare pamphlet is satirical, and throws queer light upon the customs of the time. Only curious.

3. **Anon.** A New Method of Instruction for Children, from Five to Ten Years Old, including Moral Dialogues: The Children's Island, a tale; thoughts and maxims; models of composition

in writing, for children ten or twelve years old; and a new method of teaching children to draw. 4to. London, 1800.

Only curious.

4. **Appleton, Miss.** Early Education, or the Management of Children considered with a View to their Future Character. By a Governess to Queen Victoria. pp. 424. London, 1821.

5. **Arndt, E. M.** Entwurf der Erziehung und Unterweisung einer Fiesster's. Berlin, 1813.

6. **Arnott, Neil.** Observations on Fundamental Principles, and Some Existing Defects in National Education. 16mo. pp. 39. London, 1870.

7. **Blackie, J. S.** On Self-culture, Intellectual, Physical, and Moral. A vade mecum for young men and students. New York.

8. **Boyce, S. S.** Hints toward a National Culture for Young Americans. New York, 1878.

9. **Bray, C.** Education of the Feelings. A Moral System for Secular Schools. London.

10. **Buchanan, J. R.** Moral Education: its Laws and Methods. pp. 395. New York, 1882.

11. **Degerando.** Self-education as the Means and Art of Moral Progress. Translated. pp. 456. Boston, 1830.

Philosophical.

12. **Dick, Thos.** On the Mental Illumination and Moral Improvement of Mankind, or an Inquiry into the Means by which a General Diffusion of Knowledge and Moral Principle may be promoted. Illustrated. 12mo. pp. 462. New York, 1836.

13. **Ellis, Mrs.** Education of the Heart Woman's Best Work. London.

14. **Ellis, Mrs.** The Education of Character, with Hints on Moral Training. London, 1856.

15. **Feigier, F.** Das Rettungshaus. Eine Anstalt zur Besserung sittlichverwahrloster Jugend im Alter v. 10–17 Jahren. pp. 25. Pressburg, 1885.

16. **Genlis, Madame.** Lessons of a Governess to her Pupils, or Journal of the Methods adopted by Mme. Lilberg-Bruhart in the Education of the Children of M. d'Orleans, First Prince of the Royal Blood. Translated. pp. 311. Dublin, 1793.

17. **Giersing, Fr.** Die christliche Erziehung in Schule u. Haus. Tr. from the Danish by P. O. Gleiss. pp. 73. Hannover.

18. **Gill's** Systems of Education. A History and Criticism of the Principles, Methods, Organization, and Moral Discipline advocated by Eminent Educationists. 16mo. pp. 312.

    Full.

19. **Gow, A. M.** Good Morals and Gentle Manners for Schools and Families. 12mo. Cincinnati, 1881.

20. **Grube, A. W.** Von der sittlichen Bildung der Jugend im ersten Jahrzehnten des Lebens. pp. 344. Leipzig, 1885.

    The best and most read of the author's works.

21. **Guts Muths, J.** Über vaterländische Erziehung. pp. 76. Plauen.

22. **Hall, G. Stanley.** The Education of the Will. Princeton Review, 1882.

23. **Heinroth, J. C. A.** On Education and Self-formation. 12mo. London, 1838.

24. **Hime, M. C.** Self-education: an Essay on the Relation between the Teacher and the Taught. London, 1881.

25. **Hime, M. C.** Parting Words to Boys leaving School. 12mo. London.

See also his Morality: an essay addressed to young men. London.

26. **Home, H.** Loose Hints upon Education, chiefly concerning the Culture of the Heart. pp. 419. Edinburgh, 1882.

27. **Jost-Ludwig.** Die Sittlichkeit ist im Rückschritte begriffen; woran liegt die Schuld? Vortrag. gr. 8. pp. 43. Zürich, Schröter.

28. **Kapff, S. C.** Warnung eines Jugendfreund, oder Belehrung ueber Geheimesünden. Stuttgart, 1885.

29. **Lessing, G. E.** The Education of the Human Race. Translated by F. W. Robertson. 8vo. London.

30. **Massenbach.** Ueber Fürsten-Erziehung. Heidelberg, 1817.

31. **Ménard, L.** Essai sur l'education d'un prince, d'après un ancien Ms. Rev. de l'Enseignement, 1882.

Four articles.

32. **Molesworth, W. N.** Prize Essay on the Great Importance of an Improved System of Education. pp. 103. London, 1867.

33. **Peck, Charles F.** Testimony establishing the Effect upon the Moral and Educational Growth of Children Employed in Factories. In Report of Bureau of Statistics of Labor of New York. Albany, 1885.

34. **Presting.** Die Hindernisse u. Bedingungen einer gesunden geistigen Volksbildung. pp. 24. 1885.

35. **Renan, E.** La part de la famille et de l'état, dans l'education. Paris, 1869.

36. **Rogers, Edward.** A Guide-book for Parents, Teachers, and Scholars, designed as a System of Ethics for Common Schools. 16mo. Utica, 1849.

37. **Ronneger.** On Certain Moral and Æsthetic Deficiencies in the Education of the Present Day. Lecture. London, 1874.

38. **Rosen, K.** Die Kinder-Erziehung mit besonderen Rücksicht auf die Charakterbildung. pp. 181. 1885.

39. **Simons, Thos.** Moral Education the One Thing Needful. London, 1802.

40. **Smiles, S.** Character.

41. **Stow, D.** Moral Training, and the Training System established in Glasgow Normal Seminary, and its Model High Schools. 408. London, 1841.

42. **Testas, M. F.** Virtues and Faults of Childhood. From the French, by Susan E. Harris. 12mo. Boston.

43. **Todd, J.** Student's Manual. pp. 392. 1848.

A once very widely-read book.

44. **Treschel.** Der Volkscharakter und der Bildungs-anstalten der Nord Amerikaner. Berlin, 1867.

45. **Vessiot, A.** Instruction in Moral and Civil Government. Washington, 1882.

46. **Wilson, J. M.** Morality in Public Schools, and its Relation to Religion. Paper. 16mo. pp. 38. London, 1882.

See the preceding and two following topics, and general works on pedagogy. See also as contributions to the recent discussions the following articles: Moral Training in Public Schools. Peaslee, J. B. Education. 2. 150. 1881. — Moral Education in Schools, Report on. Education. 4. 1. 1883. — Moral Instruction in the Public Schools. Newton & Patton. N. Am. Rev., July, 1883. 137. 99. — Morality in the Public Schools. Johnson,

Oliver. Atlantic Mo., June, 1883. 51. 748. — Morality in the Public Schools, Reply to, by Walter Elliott. Cath. World, Aug., 1883. 37. 709. — Secular View of Moral Training. Adler, F. N. Am. Rev., May, 1883. 136. 446. — Teaching of Morality in Schools. Chase, E. B. Education. 4. 15. 1883. — Moral Results in School Training. Hailmann, W. N. Education. 1884. 4. 415. — Moral Training and School Government. Prince, J. T. Education, Nov., 1884. 5. 113. — The Religious Factor in Education. Brastow, Lewis O. New Eng., Jan., 1884. 48. 20. — Teaching of Morals in the Public Schools. Barrows, W. New Eng., Nov., 1884. 43. 840. — Christian Education. M'Chesney, E. Meth. Rev., Jan., 1885, p. 56.

XXXVIII.

SCHOOL DISCIPLINE.

1. **Ackermann, E.** Das Ehrgefühl im Dienste der Erziehung. Eisenach, 1873.

2. **Andrews, Wm.** Punishments in the Olden Time. London, 1881.

3. **Böhm, I.** Die Lehre von der Schul-Disciplin. pp. 40. Vol. II. Päd. Studien von W. Rein. Eisenach, 1877.

   See also his later and larger work, Die Disciplin der Volksschule, 1885.

4. **Dobschall, J. G.** Grundsätze der Schul-Disciplin. Leipzig, 1848.

5. **Döhm.** Die Disciplin der Volksschule. Nördingen, 1876.

6. **Eiseler, F.** Zur Gesichte der Strafe als Erziehungs Mittel in Einladungsschrift. Frankfurt a. M., 1871.

   A convenient compilation on a subject not yet well written up.

7. **Fröhlich, G.** Gestaltung der Zucht und des Lebens einer erziehenden Schule, sowie des vereinten Wirkens von Eltern und Lehrern. pp. 52. Vol. III. Päd. Studien von W. Rein. Eisenach, 1878.

8. **Hawkins, L. M.** The Countess and Gertrude; or, Modes of Discipline. 4 vols. London, 1811.

9. **Holbrook, Alfred.** School Management. pp. 272. New York.

10. **Jewell, F. S.** School Government. A Practical Treatise presenting a Thorough Discussion of its Facts, Principles, and their Applications; with Critiques upon Current Theories of Punishment, and Schemes of Administration. 12mo. pp. 308. New York.

11. **Kennedy, John.** Philosophy of School Discipline. pp. 23. Syracuse, N.Y.

12. **Mertens, T.** Schläge in der Schule? Hannover, 1878.

13. **Public** Education. Plans for the Government and Liberal Instruction of Boys in Large Numbers, as practised at Hazlewood School. 2d edition. 8vo. pp. 390. London, 1825.

14. **Raub, A. N.** School Management, including a Full Discussion of School Economy, School Ethics, School Government, and Other Professional Relations of the Teacher. 12mo. pp. 285. Lock Haven, 1882.

15. **Schnell, K. F.** Die Schul-Disciplin. Berlin, 1854.

16. **Stoy, K. V.** Haus- und Schulpolizei. Berlin, 1856.

17. **Zerrenner.** Schul-Disciplin. pp. 158. Magdeburg, 1876.

18. **Ziller, T.** Die Regierung der Kinder. Leipzig, 1857.

XXXIX.

FEMALE EDUCATION.

1. **Baerenbach, F. v.** Das Problem einer Naturgeschichte des Weibes. pp. 126. Jena, 1877.

   Contains a few educational suggestions.

2. **Brackett, Anna C.** The Education of American Girls. pp. 401. New York, 1874.

   Discussion by twelve ladies, evoked by Dr. Clarke's "Sex in Education."

3. **Brooks, W. K.** The Intellectual Differences between Men and Women = Chap. X. of his Law of Heredity. Baltimore, 1883.

   States a theory of great educational importance, if valid.

4. **Buchner, W.** Gegenwart und Zukunft der höheren Mädchenschule. pp. 34. Vol: 1. Pädagogischen Studien von W. Rein. Eisenach, 1876.

5. **Butler, Josephine E.** Woman's Work and Woman's Culture. A series of essays. pp. 367. London, 1869.

6. **Clarke, E. H.** Sex in Education. pp. 181. Boston, 1875.

7. **Clouston, T. S.** Female Education from a Medical Point of View. pp. 48. Edinburgh, 1882.

   Two lectures.

8. **Conradi, J.** Die Hauslehrerin in ihrem Berufe und ihrer Stellung. Mitau, 1875.

9. **Cremer, W.** Frauenarbeit in der Schule. pp. 26. 1885.

10. **Dall, Caroline H.** The College, the Market, and the Court; or, Woman's Relation to Education, Employment, and Citizenship. pp. 499. Boston, 1867.

11. **Dammann, A.** Die höhere Mädchenschule. Ein Beitrag z. Reform d. höheren Mächenschulwesens. pp. 88.

12. **Dammann, A.** Selekta der deutschen Bürger-Mädchenschule und das Lehrerinnen-Seminar. Berlin, 1880.

13. **Dammann, A.** Zur Reform des höheren Mädchenschulwesens. pp. 88. Leipzig, 1883.

14. **Darwin, E.** A Plan for the Conduct of Female Education in Boarding Schools. pp. 128. Derby, 1797.

    Of historical value.

15. **Darwin's und Hufeland's** Anleitung zur physichen und moralischen Erziehung des weiblichen Geschlechts. pp. 192. Leipzig, 1860.

16. **Du Mont, E.** Das Weib. Philosophische Briefe über dessen Wesen und Verhältniss zum Manne. pp. 377. Leipzig, 1880.

    Some educational matter.

17. **Dupanloup.** L'éducation des filles. pp. 549. Paris, 1878.

    Letters by a Catholic bishop.

18. **Erkelenz.** Ueber weiblichen Erziehung; Organization der höheren weiblichen Schule. Köln, 1872.

19. **Female** Schools and Education. A large volume of articles on the subject. From Barnard's Am. Jour. of Ed. Hartford, 1875.

20. **Fénelon.** The Education of Daughters. Translated. pp. 214. Boston, 1821.

21. **Grey, M. G., and Shirreff, E.** Thoughts on Self-culture. Addressed to Women. pp. 379. London, 1872.

22. **Hamilton, E.** Letters addressed to the Daughter of a Nobleman, on the Formation of Religious and Moral Principles. 2 vols. pp. 221. 1821.

Once widely read.

23. **Hennell, Sara.** Comparative Ethics. I. Moral Principle in Regard to Sexhood. pp. 289–380. London, 1883.

Educational.

24. **Hoffmann, M.** Das Weib und seine Erziehung. pp. 142. Leipzig, 1873.

25. **Ianke, A.** Die Mängel in der gegenwärtigen äusern und innern Einrichtung und die zeitgemasse Umgestaltung der höheren Töchterschulen. pp. 116. Berlin, 1873.

26. **Klencke.** Die Mutter als Erzieherin ihrer Töchter und Söhne zur physichen und sittlichen Gesundheit vom ersten Kindersalter bis zur Reife. Leipzig, 1875.

27. **Knobloch, Ida.** Unsere höheren Töchterschulen. Welche Gefahren liegen in ihrer Organisation u. wie ist denselben zu begegnen? pp. 44. Breslau.

28. **Koenig, H. Z.** Authentisches über die deutsche Erzieherin in England. pp. 44. London. Leipzig.

29. **Kreyenberg, G.** Die höheren Tochtersschulen. Leipzig, 1874.

30. **Kreyenberg, G.** Lehrplan der höheren Mädchenschule. Iserlohn, 1878.

With special hygienic motives.

31. **Lage, B. von der.** Das höhere Mädchenschulwesen Frankreichs seit der Republik. pp. 48. Berlin, 1886. In Deutsche Zeit- und Streit-Fragen.

32. **Maintenon, Mme. de.** Entretiens sur l'education des filles. 2 vols. pp. 355, 384. Paris, 1854.

33. **Necker von Saussure.** Die Erziehung des weiblichen Geschlechtes. Uebersetzt von E. A. Jacobi. pp. 408. Leipzig, 1877.

Less interesting than her larger treatises. The French original not accessible.

34. **Monica.** Ein Lebensbild. pp. 55. Ahlfeld, 1853.

35. **More, Hannah.** Female Education.

36. **Orton, J.** The Liberal Education of Women: the Demand and the Method. pp. 328. New York, 1873.

Thirty-five papers by different authors.

37. **Pascoe, C. E.** Schools for Girls, and Colleges for Women, for Persons of the Upper and Middle Classes. pp. 263. London, 1879.

38. **Ploss, H.** Das Weib in der Natur- und Völkerkunde. 2 Bd. pp. 480, 598. Leipzig, 1885.

Anthropological.

39. **Poestion, I. C.** Griechische Philosophinnen zur Geschichte des weiblichen Geschechtes. pp. 474. Bremen, 1882.

Popular and interesting.

40. **Reuper, J.** Frauenberuf und Frauenbildung. pp. 84. Wien, 1878.

41. **Rondelet.** L'éducation de la vingtième année. pp. 347. Paris, 1837.

Letters on the education of girls.

42. **Rothenbücher, A.** Das Ideal e. höheren Mädchenschule. pp. 28.

43. **Rudolphi, Caroline.** Gemälde weiblicher Erziehung. 1 Th., pp. 261; 2 Th., 340. Leipzig und Heidelberg, 1857.

Fourth edition of eighty-eight letters, much read, and written with an insight into childhood hardly less profound than Madame Necker de Saussure.

44. **Rousselot, P.** Histoire de l'éducation des femmes en France. 2 vols. pp. 443, 467. Paris.

Valuable.

45. **Shirreff, E.** Intellectual Education, and its Influence on the Character and Happiness of Women. pp. 276. London, 1862.

A valuable and suggestive work.

46. **Schirreff, E.** Intellectual Education for Women. pp. 424. London, 1858.

47. **Schornstein, R.** Das höhere Mädchenschulwesens sein bisherege Entwickelung u. Zukunft. Elberfeld, 1866.

48. **Schornstein, R.** Ausfürlicher Lehrplan einer vollständig organisiten höheren Mädchenschule und Lehrerinnen Bildunsanstalt. Elberfeld, 1874.

49. **Sée, C.** Lycées et Collèges de Jeunes Filles, Documents, Raports et Discours à la Chambre des Députés et au Sénat, Decrets, Arrêtés, Circulaires, etc., relatifs à la loi sur l'enseignement secondaire des jeunes filles. Paris, 1884.

50. **Strack, K.** Geschichte der weiblichen Bildung in Deutschland. pp. 163. Gütersloh, 1873.

Book I. From earliest times to the Reformation.
Book II. From the Reformation to modern times.
Book III. Modern times.

51. **Thulié, H.** La Femme: Essai de sociologie physiologique. pp. 520. Paris, 1885.

Contains educational matter.

52. **Weiss, Karl.** Unsere Töchter u. ihre Zukunft. Mädchen-Erziehungs-Buch. 3 Aufl. pp. 130. Berlin, 1885.

53. **Wellmer, M.** Deutsche Erzieherinnen und deren Wirkungskreis. pp. 128. Leipzig, 1877.

Including chapters on governesses and female students in the university.

54. **Wychgram, J.** J. L. Vives' Schriften über weibliche Bildung. pp. 127. Wien, 1883.

His "Education of a Christian Woman," written in 1523.

55. **Wychgram, J.** Das weibliche Unterrichtwesen in Frankreich. Leipzig, 1886.

See also the following leading articles in the Revue Internationalle d'Education: —

L'Education des femmes. Extract du Rapport de Condorcet. pp. 44. 1881.

Des avantages de l'education privée pour les jeunes filles. Rapport par Mlle. Guigot. pp. 161. 1881.

Études des Femmes, par Fleury. pp. 267. 1881.

Les Écoles Supérieures de filles en Allemagne, par W. Noeldeke. pp. 32, 201. 1881.

Les Écoles Supérieures de filles en Suède. G. Sjöberg. pp. 121. 1882.

De l'Enseignement Supérieur de Femme en Angleterre, en Ecoss, et en Irlande. B. Buisson. pp. 5, 30, 178, 480. 1883.

Des Principales differences en ces les Écoles de garcons et les Écoles de filles. Noldeke. pp. 445. 1884.

Ferbers, K. Die Aufgabe d. höheren Mädchensch. in ihrem Unterschiede von Knabenschulen. pp. 55. Donauwörth Rev., 1885.

Sybel, H. Ueber Frauenbildung; Rundschau der 1885.

Reinhardt, W. Die moderne, höhere Mädchenschule. pp. 31. Frankfurt, 1885.

Die Lehrerin in Schule und Haus. A monthly journal devoted to female education, conducted by Marie Koeper-Hauselle. Berlin, 1885.

Cornelia. Zeitschrift für hausliche Erziehung. Quarterly, von Carl Pillz. Leipzig, 1885.

Stevens, Le Comte. University Education for Women.

Willard, Emma. An Address to the Public; (particularly) to the Members of the Legislature of New York, proposing a Plan for Improving Female Education. 8vo. pp. 35. Albany, 1819.

Willard, Emma. Advancement of Female Education; or, a series of addresses in favor of establishing at Athens, in Greece, a female seminary, especially designed to instruct female teachers. 8vo. pp. 48. Troy, 1833.

See also the life of Miss Willard, by John Lord ——. Life of Mary Lyon, by ——.

Sweden, High School for Girls in. Washington, 1882.

Health Statistics of Female College Graduates. In Sixteenth Annual Report of the [Mass.] Bureau of Statistics of Labor. 1885.

See also history and reports of Mt. Holyoke Female Seminary, the Albany Female Academy, Vassar, Smith's, Wellesley, Bryn Mawr Colleges, etc. By H. E. Starrett. — The Future of Educated Women. Chicago, 1885. W. L. Stevens. — University Education for Women. N. A. Rev., Jan., 1883. C. Baldwin. — The Appeals of the Harvard Annex. Century, Sept., 1884. G. C. Eggleston. — The Education of Women. Harper's Mag., July, 1883, etc.

XL.

THE EDUCATION OF TEACHERS.

1. **Bliedner, A.** Karl Volkmar Stoy und das pädagogische Universitätsseminar. Reichardt. pp. 360. Leipzig, 1885.

2. **Boodstein, O.** Die Seminar-Vorbildung. pp. 31. Vol. II. Pädagogischen Studien von W. Rein. Wien und Leipzig, 1876.

3. **Burton, W.** The District School as it Was, by One who Went to it. Revised edition. 16mo. pp. 206. Boston, 1850.

   Rare.

4. **Clarke, John.** An Essay upon Study, wherein directions are given for the due conduct thereof, and the collection of a library, proper for the purpose, consisting of the choicest works in all the several parts of learning. 2d ed. 16mo. pp. 342. London, 1737.

5. **Currie, J.** The Principles and Practice of Common School Education. 12mo. London.

6. **Currie, J.** The Principles and Practice of Early and Infant School Education. With an appendix of hymns and songs, with appropriate melodies. 12mo. London.

7. **Czerny, J., und Grabolle, G.** Der Elementarunterricht und die praktische Ausbildung der Lehramtskandidaten in Deutschland und in der Schweiz. Wien, 1879.

8. **Czerny, Jos.** Die erste Lehrthätigkeit d. Elementarlehrers. 2 Aufl. pp. 27. Wien, 1883.

9. **Degerando.** Cours normal des instituteur primaire. pp. 438. Paris, 1832.

10. **Deinhardt, H.** Über Lehrerbildung und Lehrerbildungs-Anstalten. pp. 174. Wien, 1871.

The author is scientific instructor in the Pedagogium of Vienna.

11. **Dumesuil.** Le preparation pedagogique des professeurs en Allemagne. Rev. de l'Enseignement, 1884.

12. **Dupuy, P.** L'École Normale. Three articles. Rev. de l'Enseignement.

13. **Essays** on Practical Education, from the Works of Ascham Milton, Locke, Butler, etc. 2 vols. in one. pp. 419, 452.

Contains an admirable summary of the best books written on education to 1840.

14. **Fröhlich, G.** Die Erziehungschule. Zugleich eine Einführung in die wissenschaftliche Pädagodik. pp. 42. Vol. II. Päd. Studien von W. Rein. Wien und Leipzig, 1877.

15. **Gartner, J.** Über die Organisation der Bildungsanstalten für Lehrer und Lehrerinnen an öffentlichen Volksschulen in Österreich. pp. 36. Wien, 1882.

A convenient showing of hours and topics.

16. **Gill, John.** Notes on Lessons; or, The Art of Teaching Young Minds to observe and think. Fully illustrated by sketches and notes of lessons. 16mo. London.

17. **Goerth, A.** Die Lehrkunst. Ein Führer für Lehrer und Lehrerinnen, welche sich in ihrem Berufe zur Meisterschaft ausbilden wollen. Leipzig und Berlin, 1886.

See also Conference on Education. Vol. XVI. In Health Exhibition. pp. 471. London, 1884. Many papers on such subjects as the training of teachers in normal schools and universities; the organization of intermediate and higher education; the education of girls; the university extension movement, especially as an aid to teachers.

18. **Israel, A.** Ist es ratsam dem pädagogischen Unterrichte im Seminar Herbart's System zu Grunde zu legen? pp. 32. Gotha, 1881.

19. **Joyce, P. W.** A Hand-book of School Management and Methods of Teaching. 12mo. London.

20. **Just, K.** Die Psychologie im Lehrerseminar. Ein Beitrag zur Ausbildung der Schulwissenschaften. pp. 22. Pädagogischen Studien, W. Rein. Leipzig, 1880.

21. **Kittel, E.** Ueber Lehrerbildung mit besonderer Berücksichtigung der formalen Seite derselben. pp. 89. Wien, 1878.

22. **Kordgien, H.** Zur Organisation der Lehrerinnen-Seminarien. pp. 22. Nordhausen, 1878.

23. **Lablanch, Vidal.** L'École Normale. Rev. de l'Enseignement, 1884.

24. **Laurie, S. S.** The Training of Teachers, and Other Educational Papers. pp. 369. London, 1882.

    Also primary instruction. Montaigne. Educational Wants of Scotland. Secondary and high schools. The papers are often polemic.

25. **Marion, H.** Cours sur le science de l'education. Opening lecture. Rev. de l'Enseignement, 1883.

26. **Milne, James M.** The Limits of Normal School Training. In 98th Annual Report Board of Regents of the Univ. of State of N.Y.

27. **Mohl, C.** Pädagogische Seminarien auf Universitäten. pp. 108. Neuwied, 1876.

    Mainly polemic.

28. **Neef, Joseph.** Sketch of a plan and method of education founded on an analysis of the human faculties and

natural reason, suitable for the offspring of a free people. Philadelphia, 1808.

By a former coadjutor of Pestalozzi at his school near Berne.

29. **Reglement, F.** Die Prüfungen der Candidaten d. höheren Schulamts, nebst den Bestimmungen üb. d. Probejahr. pp. 48. Berlin, 1883.

30. **Rein, W.** Betrachtungen über Methode und Methodik. pp. 30. Vol. I. Pädagogische Studien. Eisenach, 1876.

31. **Rein, W.** Ueber die Organisation der Lehrerbildung in Deutschland. pp. 26. Pädagogischen Studien von W. Rein. Dresden, 1881.

32. **Richards, W. F.** Manual of School Methods, for the Use of Teachers in Elementary Schools. 16mo. pp. 188. London.

33. **Richter, K.** Die Reform der Lehrerseminarien nach den Forderungen unserer Zeit und der heutigen Pädagogik. pp. 348. Leipzig, 1874.

An essay crowned by the Diesterweg Society.

34. **Robinson, R.** Teacher's Manual of Method and Organization, adapted to the Primary Schools of Great Britain, Ireland, and the Colonies. London, 1876.

35. **Root, N. W. Taylor.** School Amusements; or, How to make the School Interesting, and Hints upon the General Management of the School.

36. **Rotter, R.** Die Bildung von Kindergärtnerinnen. pp. 66. Wien, 1876.

A plea for kindergartens, and plan of study for a seminary for kindergarten teachers.

37. **Salisbury, A.** Historical Sketch of Normal Instruction in Wisconsin, 1846–1876. pp. 103. Madison, 1876.

38. **Schiller, H.** Ueber die pädagogische Vorbildung zum höheren Lehramt. Giessen, 1877.

39. **Schoolmaster** of the Nineteenth Century. A Full Guide for the Natural Development of the Mental Powers of Childhood, adapted to the Wants of American Classes in the Primary Department. pp. 152. New York, 1880.

40. **Schneider.** Volksschulwesen und Leherbildung in Preussen. Berlin, 1875.

41. **Schumann, J. C. G.** Die Geschichte der Pädagogik, im Seminarunterrichte. pp. 76. Bd. II. Pädagogischen Studien von W. Rein. Wien und Leipzig, 1877.

42. **Seguin, E.** Report on Education at the Vienna Exposition. 12mo. Milwaukee, 1880.

43. **Smart, J. H.** Teachers' Institutes. pp. 206. No. 2. Circulars of Information of the Bureau of Education. Washington, 1885.

44. **Staude, R.** Die culturhistorischen Stufen im Unterricht der Volksschule. pp. 62. N. F. II. Pädagogischen Studien von W. Rein. Leipzig, 1880.

A course of reading and history, including religion, for the first eight years of school.

45. **Stow, David,** The Life and Educational Principles of. Founder of the Training System of Education. By the Rev. Wm. Fraser. With portrait. Crown 8vo. London.

46. **Stow, David.** Training System in Glasgow Normal Seminary. Edinburgh, 1840.

47. **Stow, David.** The Training System of Education, including Moral School Training for Large Towns, and Normal Seminaries for Training Teachers to conduct the System. 12mo. pp. 564. London, 1859.

48. **Stoy, K. V.** Organisation des Lehrerseminars. Ein Beitrag zur Methodologie der Pädagogik. pp. 104. Leipzig, 1869.

The author (†1885) was one of the best known and influential of German university teachers of pedagogy.

49. **Thamin, R.** Pédagogie et philosophie. Rev. de l'Enseignement, 1884.

50. **Vogt, T.** Das pädagogische Universitäts-Seminar in seinem Verhältniss zu den in Preussen und Oesterreich bestehenden gesetslichen Vorschriften über die Bildung der Lehrer an höheren Schulen. pp. 64. Leipzig, 1884.

Treats of pedagogic studies, of pedagogic seminaries, examinations, etc.

51. **Willmann, O.** Die Vorbildung für das höhere Lehramt in Deutschland und Oesterreich. pp. 27. Jan., März, 1882. Pädagogisches Correspondenzblatt. Leipzig.

Good.

52. **Willmann, O.** Les Études préparatoires à l'enseignement en Allemagne et en Autriche. Rev. Int. de l'Enseignement, 1881.

53. **Willmann.** Pédagogie et didactique. Rev. de l'Enseignement, 1882.

54. **Wittstock, A.** Ueber die Gründung pädagogischer Facultäten an den Universitäten. Bleitcherode, 1864.

Cf. the following American Manuals, some of which are widely known: —

Alden, J. Outlines of Teaching. Self-Education.

Baldwin, J. The Art of School Management. N.Y., 1881.

Brooks, Charles. A Chapter on the History of Normal Schools in New England.

Brooks, E. Normal Methods of Teaching. 1879.

Davis, E. The Teacher Taught.

De Graff. Schoolroom Guide.

Hall, S. R. Lectures of School-keeping, 1830, and Jarbuchers Manuel, 1851.

Holbrook. Methods of Teaching.

Johonnot, James. Principles and Practice of Teaching. 1875.

Mason, A. C. 1000 ways of 1000 Teachers.

Moffat. How to teach Reading, Arithmetic, Grammar.

Pickett, A. and J. W. The Normal Teacher.

Phelps, W. F. Teachers' Handbook.

Russel, J. Normal Training.

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Stowe, Calvin. Common Schools and Teachers' Seminaries.

Swett, John. Methods of Teaching.

Taylor, J. Orville. The District School. 1834.

Wells, W. H. Graded Course of Instruction.

Wickershham, J. P. Methods of Instruction.

XLI.

UNIVERSITY EDUCATION.

a. General.

1. **Beaussire.** La question des universites. Rev. de l'Enseignement, 1885.

2. **Bekker.** Von deutschen Hochschulen. Alles was da ist und was da sein sollte. Berlin, 1869.

3. **Blackie, John Stuart.** University Reform. Eight articles reprinted from the Scotsman newspaper, with a letter to Prof. Pillans. 8vo. Paper. pp. 67. Edinburgh, 1848.

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3. **Fitch, J. G.** Educational Endowments. Fraser's Magazine. pp. 1–15. London, 1869.

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XLIX.

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4. **Chadwick, E.** A Communication to the Education Commission on Half-time Schools, and the Cost of Education in a Large and a Small School. Parliamentary Report. London, 1862.

5. **Dangschat, Mich.** Die Schulverwaltung. Eine Zusammenstellg. d. amtl. Verordnung f. Schulamtskandidaten, Lehrer, etc.

6. **Donaldson, J.** On Some Defects in the Educational Organization of Scotland. In Contemporary Review. Jan., 1882.

7. **Dreyfus-Brisac.** Les principes regulateurs de l'enseignement en Prusse. Rev. de l'Enseignement, 1884.

8. **Fearon, D. R.** School Inspection. pp. 93. London, 1876.

9. **Greard.** Le question des programes dans l'enseignement secondaire. Rev. de l'Enseignement, 1884.

10. **Huxley, T. H.** School Boards. In Critiques and Addresses. New York, 1873.

11. **Krumme.** De la sanction des études secondaires en Prusse. Rev. de l'Enseignement, 1886.

12. **Landon, J.** School Management. pp. 376. London, 1883.

13. **Luz, G.** Lehrbuch der praktischen Methodik für Schulamtszöglinge, Schullehrer und Schulaufseher. 1ter Bd., pp. 578; 2ter, 538. 1868.

14. **Mesnil.** L'enquêt relative a l'enseignement supérieur. Rev. de l'Enseignement, 1886.

15. **Payne, Wm. H.** Chapters on School Supervision. Treatise on Superintendence, Grading, Arranging Courses of Study, etc. Cincinnati.

16. **Pearson, D. R.** School Inspection. pp. 93. London, 1876.

Detailed practical directions by an experienced inspector.

17. **Russell, J.** On the Publication of School-books by Government at the Public Expense. pp. 14. London, 1851.

18. **Schnell, F.** Die Beschränkung der Schulunterrichts auf der Vormittagszeit. Berlin, 1868.

19. **Wright, Carroll D.** Facts relating to the Public School System. In Forty-second Mass. Report.

See also Forty-first Report.

20. **Zillessen, Fr.** Zur Schulaufsichtsfrage. Vortrag. pp. 40. Frankfurt a. M., Schriften-Niederlage d. Evangel. Vereins.

See also O'Bryne and J. Kean on the Catholic school policy. No. Amer. Rev. June, 1885. See next section.

LII.

MISCELLANEOUS PAPERS ON EDUCATIONAL TOPICS BY EMINENT CONTEMPORARIES.

1. **Adams, C. F.** A College Fetich.

2. **Arnold, M.** The Literary Influence of Academies. Literature and Science. Literature and Dogma. God and Bible. Culture and Anarchy, and his well-known reports on education in France and Germany.

3. **Barnard, Henry.** The American Journal of Education, from 1856 to 1881, 25 vols. (over 20,000 octavo pages), with 800 woodcuts of structures for educational purposes, and 125 portraits of eminent educators and teachers. Hartford.

The following treatises were originally published in separate chapters in the American Journal of Education, but were prepared with special reference to being ultimately issued in the form in which they now appear: —

National Education in Europe: being an account of the organization, administration, instruction, and statistics of public schools of different grades in the principal states. pp. 890.

Scientific Schools in France. The Polytechnic School at Paris. pp. 130.

Military Schools and Courses of Instruction in the Science and Art of War in France and Prussia. pp. 399.

Reformatory Education. Papers on Preventive, Correctional, and Reformatory Institutions and Agencies in Different Countries. pp. 361.

School Architecture, or Contributions to the Improvement of School-houses in the United States. Illustrated. pp. 330.

Papers for the Teacher. I. Russell on Intellectual Education; Hill on True Order of Studies; Thayer's Letters to a Young Teacher; Catechism on Methods of Teaching, etc. pp. 400.

Papers for the Teacher. III. Organization and Instruction of Common Schools in Germany, with the Views of German Teachers and Educators on Elementary Instruction. pp. 482.

Papers for the Teacher. IV. Educational Aphorisms and Suggestions, Ancient and Modern. pp. 200. Properly used, this book will perhaps afford the young teacher more suggestions than any other volume in the series.

Papers for the Teacher. V. Education, the School, and the Teacher in English Literature. With the treatises of Ascham, Bacon, Wotton, Milton, Locke, Herbert Spencer, etc. pp. 470.

Object Teaching, and Oral Lessons on Social Science and Common Things, with Various Illustrations of the Principles and Practice of Primary Education, as adopted in the Model and Training Schools of Great Britain. pp. 434.

Papers on Frœbel's Kindergarten, with Suggestions on Principles and Methods of Child Culture in Different Countries. pp. 782. 1881.

4. **Barnard, H.** Oral Training. Lessons in Natural Science and General Knowledge, embracing the Subjects of Astronomy, Anatomy, Physiology, Chemistry, Mathematical Geography, Natural Philosophy, the Arts, History, Development of Words, etc., intended for Teachers of Public Schools and also for Private Instruction. 12mo. pp. 138. New York.

5. **Berlin** wie es ist. Von C. v. K***y. Leipzig, 1827.

Kap. 28, Universität.

6. **Boyd, A. K. H.** Leisure Hours in Town. Boston, 1863.

Chap. vii., College Life at Glasgow.

7. **Bryant, William Cullen.** Prose Writings. 2 vols. N.Y., 1884.

In Vol. II., Music in the Public Schools. The Princeton Library.

8. **Buckley, J. M.** Oats or Wild Oats? N.Y., 1885.

Chap. i., In School or College; viii., The Teacher; xxv., xxvi., Self-Improvement.

9. **Capponi, G.** Pensieri sull' Educazione, in his "Scritti." 1877.

10. **Cobbe, Frances Power.** Re-echoes. Leipzig, 1877.

Chap. iii., Back to School.

11. **Congreve, R.** Education. 1874.

In his essays.

12. **Conington.** A Liberal Education. 1872.

In his miscellaneous writings. Vol. I.

13. **Diesterweg, F. A. W.** Rheinische Blätter. pp. 293. Wien, 1879.

Twenty-three essays on educational topics, from the periodical of the above name.

14. **Diman, J. L.** Religion in America. Methods of Academic Culture. University Corporations.

In his orations and essays.

15. **Duff, Grant.** Essays on Liberal Education.

In his collected essays.

16. **Emerson, Ralph Waldo.** English Traits. Boston, 1884.

Chap. xii., Universities. See also his essays entitled, Education, the Scholar, the American Scholar.

17. **Doolittle, Justus.** Social Life of the Chinese. 2 vols. in 1. N.Y., 1876.

Vol. I., chaps. xv., xvi., and xvii. are educational.

18. **Du Bois-Reymond, E.** Culturgeschichte und Naturwissenschaft. pp. 59. Leipzig, 1878.

Cf. general index for his other papers on educational topics.

19. **Eliot, Charles William.** The New Education. Two articles in the Atlantic Monthly, 1869.

Annual Reports of the President of Harvard College, 1880–81 — 1884–85. 5 vols. 8vo. Cambridge, 1882–86.

National University. Proceedings of Nat. Educat. Association, 1873.

Wise and Unwise Economy in Schools. Atlantic Monthly, 1875.

The following selected from many others: —

The Constituency of the Board of Overseers. Harvard Register, 1881; iii. 292.

The Elective System in Education. Our Continent, Feb. 22, 1882; i. 24.

The Teacher's Conscience. 16mo. Chicago, 1882.

On the Education of Ministers. Princeton Review, May, 1883.

What is a Liberal Education? Century, June, 1884.

A Plan of Studies for the Chelsea High School. Report of the Superintendent of Schools for 1884. 8vo. Chelsea, 1884.

Present Relations of Massachusetts High Schools to Massachusetts Colleges. Journ. of Education. Jan. 8, 1885.

20. **Farrar, F. W.** On Some Defects in Public School Education. 16mo. Paper. London.

21. **Farrar, F. W.** Essays on a Liberal Education. 8vo. pp. 384. London.

22. **Freytag, Gustav.** Aus dem Jahrhundert der Reformation. Leipzig, 1876.

I. Ein fahrender Schüler.

23. **Froude, J. A.** Education. In Short Studies on Great Subjects. Second Series. New York, 1883.

24. **Gautier, E. T. L.** La question de l'enseignement. In his Portraits Contem., 1880.

25. **Gilman, D. C.** The Annual Report of the President of the Johns Hopkins University. Baltimore, Maryland, from 1876 to 1886.

Cf. also the following, selected by the editor from many others: — Scientific Schools in Europe, considered in Reference to their Prevalence, Utility, Scope, and Desirability in America. pp. 315-328. In Barnard's Journal of Education, March, 1856. See also Higher Special Schools of Science and Literature in France, in the same journal and year.

Inaugural Address. Johns Hopkins University. pp. 64. Baltimore, 1876.

American Education, 1869–1879. pp. 87. Annual Address of the President of the American Social Science Association, in 1879.

The Dawn of a University. An Address at the Opening of Adelbert College of Western Reserve College, Cleveland, O., Oct. 26, 1882. pp. 32.

Aspects of College Training. pp. 526–40. Vol. 136. In North American Review, New York, 1883.

The Benefits which Society derives from Universities. pp. 40. Baltimore, 1885. See his account of the collegiate department of the Johns Hopkins University in the North American Review, June, 1886.

Thoughts on Universities. Phi Beta Kappa address at Harvard. Science, July 9, 1886.

26. **Haeckel, E.** Freie Wissenschaft und freie Lehre. pp. 106. Stuttgart, 1878.

Reply to Virchow's Munich address, objecting to teaching evolution in lower schools.

27. **Hamerton, Philip Gilbert.** The Intellectual Life. Boston, 1882.

28. **Harris, W. T.** Reports of Public Schools. St. Louis, Mo., 1867–79.

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1867–68. Discussion of Pestalozzianism and object-lessons.

1868–69. Discussion of Leigh's phonetic system of teaching reading. English orthography, and how to teach it with least loss of time. Defects of the graded school system. What a pupil gains by the mastery of the three R's.

1869–70. Discussion of the co-education of the sexes. Industrial education. German-English instruction. Library classification, a scheme for it. How the branches of the course of study give the pupil a mastery of the world. How to conduct recitations. A plan for local supervision of principals.

1870–71. Moral education as involved in the school discipline. Education and crime. Eulogy on Ira Divoll, superintendent of schools, St. Louis. Syllabus of oral lessons in natural science, and directions for teaching it. Music instruction.

1871–72. A classification of occupations in the United States proposed, and a discussion of the occupations represented in the St. Louis

schools. The injury to the district schools caused by too strict examinations for admission to the high school. Corporal punishment. German-English instruction. Arithmetic *versus* grammar as a culture study. The psychological significance of the several studies.

1872–73. Method of promotion and classification adopted in the St. Louis schools. Discussion of the psychological effect of Latin and Greek in education, their containing the embryology of our civilization. Elaborate discussion of the branches necessary in a course of study in district schools, high schools, and colleges; what each branch adds to the mental structure in the way of discipline and knowledge. Identical co-education of the sexes discussed in the light of the history of three epochs of industrial civilization. The library and its significance in modern civilization. Outline of educational psychology.

1873–74. Discussion of school hygiene and the lesson of statistics taken in the St. Louis schools. Grading, classification, class intervals and promotions. Suspension of pupils *versus* corporal punishment.

1874–75. History of the public school system of St. Louis.

1875–76. School architecture best adapted for good hygiene. The philosophy of the kindergarten. The Centennial Exposition educationally considered.

1876–77. German-English instruction, its uses for towns and cities where there is a mixed population of English and Germans. What the common schools teach to fit pupils for their future vocations. Half-time schools for primary pupils, its economy and its hygienic effect. The proper school age. The results of the kindergartens in St. Louis.

1877–78. Teaching United States history.

1878–79. The age of withdrawal from school. Industrial education. The educational influence of works of fiction drawn from the library. History of the St. Louis kindergarten system and the philosophy of its methods, and the practical devices necessary to make it a part of the public school system. Oral lessons in history, syllabus of lessons for all the grades of the common school. Bird's-eye view of the entire organization of a system of city schools, with remarks and commentary on the practical working of different devices in vogue.

See also The Division of School Funds for Religious Purposes. Atlantic Monthly, August, 1876. The Relation of the School to the Church and State and other Educational Institutions. North American Review for September, 1881. A Statement of the Theory of Education in the United States, prepared for the World's Exposition at Vienna, and afterwards used at the exposition at Paris, published by the Bureau of Education; published also in French, at Paris.

29. **Harrison, G. L.** Compulsory Education, in his Chapters on Social Science. 1877.

30. **Hartmann, E. von.** Zur Reform des Universitätsunterricht. In Vom Fels zum Meer. July, 1885.

31. **Helps, Arthur.** Friends in Council. 2 vols. N.Y., 1885.

Vol. I. chap. viii., Education.

32. **Helmholtz, H.** On Academic Freedom in German Universities. In Popular Scientific Lectures. pp. 237–265. N.Y., 1881.

Cf. general index for other educational papers.

33. **Hughes, Thomas.** Tom Brown's Schooldays. Philadelphia.

34. **Hughes, Thomas.** Tom Brown at Oxford.

35. **Lubbock, Sir J.** Addresses, Political and Educational. 8vo. London, 1879.

36. **Meyer, Lothar.** Ueber akademische Lernfreiheit. In Nord und Süd. July, 1879.

37. **Higginson, Thomas Wentworth.** Atlantic Essays. Boston, 1871.

A plea for culture. Ought women to learn the alphabet? On an old Latin text-book.

38. **Hildebrand, Karl.** Halbbildung und Gymnasialreform. In Deutsche Rundschau. Bd. XVIII.

39. **Huxley, Thomas Henry.** Lay Sermons, Addresses and Reviews. N.Y., 1876.

A Liberal Education, and where to find it; A Scientific Education; On the Educational Value of the Natural History Sciences; On the Study of Zoölogy.

40. **Huxley, Thomas Henry.** Science and Culture, and Other Essays. N.Y., 1882.

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41. **Lasker, Eduard.** Wege und Ziele der Culturentwickelung. Leipzig, 1881.

Inhalt: Welt- und Staatsweisheit. Ueber Anlagen und Erziehung. Ueber Halbbildung. Wort und That. Wozu studirt man Sprachen. Ueber Sprachenunterricht in den höhern Schulen. Der Mensch und sein Geschlecht.

42. **Mann, Horace.** Lectures and Annual Reports on Education. Crown 8vo. pp. 584. Cloth. Boston.

Lecture on education. pp. 61. Boston, 1840.

Ten annual reports on education, from 1839 to 1848. pp. 770. Boston.

Thoughts selected from the writings of Horace Mann. pp. 240. Boston.

Lectures on education. pp. 338. Boston, 1845.

On the study of physiology in schools. pp. 152. Syracuse.

A few thoughts on the powers and duties of woman. pp. 141. Syracuse, 1853.

43. **Mann, Mrs. Horace.** The Life of Horace Mann. Boston, 1881.

44. **Mill, Froude, Carlyle.** Scottish University Addresses. New York, 1864.

45. **Mitchell, D. G.** Bound Together. New York, 1884. Two College Tasks.

46. **Nadal, E. S.** Impressions of London Social Life. N.Y., 1875.

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47. **Nohl, C.** Mängel und Miss-stände im höheren Schulwesen. Nenwied, 1874.

48. **Parker, F. W.** Notes of Talks in Teaching. Tracts for Teachers.

Cf. general index.

49. **Payne, Joseph.** Principles and Practice of Jacotot's System of Education. London, 1830.

The Curriculum of Modern Education. London, 1866.

Three Lectures on the Science and Art of Education, delivered at the College of Preceptors in 1871. pp. 29. New York, 1876.

The Training and Equipment of the Teacher for his Profession. London, 1869.

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On the Importance and Necessity of Improving our Ordinary Methods of School Instruction. 1871.

Preface and Supplement to English Editions of Miss Youman's "Essay on the Culture of the Observing Powers of Children." 1872.

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Principles of the Science of Education, as exhibited in the Phenomena Attendant on the Unfolding of a Young Child's Powers under the Influence of Natural Circumstances.

Proposal for the Endowment of a Professorship of the Science and Art of Education, in Connection with the College of Preceptors.

Lectures on the Science and Art of Education, with Other Essays and Lectures. Edited by his son, with an Introduction by the Rev. R. H. Quick. pp. 386. London, 1880. This volume includes all the preceding lectures and addresses. The following are published separately: —

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Frœbel and the Kindergarten System. London, 3d edition, 1876.

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Weimar, Gotha, and Eisenach, in the autumn of 1874, with critical discussions of the general principles and practice of kindergarten and other schemes of elementary education. London, 1876.

50. **Roscoe, H. E.** Original Research as a Means of Education. In Stewart's and Ward's Essays, 1874.

51. **Ruggles, Henry.** Germany seen without Spectacles. Boston, 1883.

Chaps. ii. and iii., Heidelberg.

52. **Ruskin, J.** Fors Clavigera. Letters to the Workingmen and Laborers of Great Britain. 8 vols. Sunnyside, 1870–1884. Schools. pp. 251–81.

53. **Spencer, H.** Social Statics. Chap. XXVI. National Education.

54. **Tyndall, John.** Fragments of Science. N.Y., 1872.

V. An address to students. Cf. index.

55. **Warren, W. F.** Boston University Year-Book, 1873–86. Boston.

See especially the Gateway to the Learned Profession. Year-Book, 1877. The Literature of Learning in England. 1878. Joint and Disjoint Education in the Public Schools. 1879.

56. **Whewell, Farrady, and Others.** Lectures on Education.

57. **Wiese, L.** Pädagogische Ideale und Proteste. pp. 139. Berlin, 1884.

A practical discussion of over-pressure and half-culture.

58. **Woolsey, T. D.** Helpful Thoughts for Young Men. Boston, 1874.

59. **Virchow, R.** Die Freiheit der Wissenschaft im modernen Staat. pp. 32. Berlin, 1877.

60. **Wordsworth, W.** Of Education. In his Prose Works. Vol. I. 1875.

61. **Reforms**: their Difficulties and Possibilities (anon.). N.Y., 1884.

Chap. x., some points in education.

See also especially the Reports of Amherst, Columbia, Cornell, Michigan, Princeton, Yale Colleges, and articles by their respective Presidents. This section is entirely incomplete, and will be supplemented later.

LIII.

MISCELLANEOUS TOPICS.

a. School Architecture and Furniture.

1. **Alcott, W. A.** On the Construction of School-Houses.

A pioneer and prize essay in this country, published with a plan of a village school-house, in the proceedings of the American Institute of Instruction, 1830.

2. **Barnard, H.** School Architecture; or, Contributions to the Improvement of School-Houses in the United States. pp. 464. New York, 1854, 1863.

The preface (pp. 5-8) contains the American literature on schoolhouses, furniture, etc. The latter is a revised edition, with many illustrations.

3. **Buisson.** Raport sur l'instruction primaire à l'exposition universelle de Vienne en 1873. Paris, 1875.

This valuable report includes schoolhouses, furniture, etc.

4. **Clark, T. M.** Rural School Architecture, with Illustrations. pp. 106. Circulars of Information of the Bureau of Education. No. 4. Washington, 1880.

5. **Dabb, A. N.** Practical Designs for Country School-Houses.

6. **Eveleth, S. F.** School-House Architecture. New York, 1874.

7. **Fitch, J. C.** The School-Room and its Appliances, pp. 64–89, in his Lectures on Teaching. Cambridge, 1881.

8. **Freese, J. R.** Report on School-Houses and the Means of promoting Popular Education. pp. 13. Washington, 1868. Paris Universal Exposition, 1867.

Furniture and apparatus included.

9. **Johonnot, J.** School-Houses. pp. 271. School Furniture. pp. 114. New York, 1871. Architectural Designs by S. E. Hewes. School Furniture. pp. 196–238.

10. **Spiess, A.** Zur praktischen Lösung der Subsellien-frage. Braunschweig, 1885.

b. Garden-Work in Schools.

1. **Georgens, J. D.** Der Volksschulgarten und das Volksschulhaus. pp. 190. Berlin, 1873.

2. **Hough.** Planting Trees in School Grounds. pp. 8. Department of the Interior Bureau of Education. Washington, 1885.

3. **Jaeger, H.** Katechismus der Ziergärtnerei. 4. Aufl. Leipzig, 1877.

4. **Obentrant, A. R.** Die Schule im Dienste der Landeskultur. pp. 106. Wien, 1875.

With agricultural illustrations.

5. **Peaslee, J. B.** Trees and Tree-Planting. Celebration of Arbor Day. pp. 64. Washington, 1885. Bureau of Education. 1884.

Interesting.

6. **Renard, P.** L'agriculture dans les écoles. pp. 180. Paris, 1884.

A practical course on vine-culture.

7. **Rümpel.** Illustriertes Gartenbau Lexikon. Berlin, 1880.

8. **Schwab, E.** Der Schulgarten. pp. 68. Wien, 1876.

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c. Civil Service Education.

1. **Comstock, J. M.** The Civil Service in the United States. pp. 602. New York, 1885.

Contains many examination papers.

2. **Report** of Civil Service Inquiry Commissioners, 1875.

3. **Report** on the Training of Candidates for the National Civil Service, 1876.

4. **Civil** Service Year-Book and Official Calendar. London, 1885.

d. General Æsthetics.

1. **Anderson, J. D.** Æsthetic Element in Education. Jan., 1885.

2. **Chesneau, E.** The Education of the Artist. pp. 327. London, 1886.

3. **Dwight, M. A.** Art: its Importance as a Branch of Education. With other papers on the subject. pp. 14.

4. **Henning, G.** Die aesthetische Bildung in der Volksschule. pp. 72. Leipzig, 1874.

5. **Malarce, A.** La Mason de Notre-Dame des Arts. Paris, 1868.

Advanced art education for women.

6. **MacCall, Wm.** The Education of Taste. A Series of Lectures. Paper. 12mo. London.

7. **Root, N. W. Taylor.** School Amusements: How to make the School Interesting. pp. 225. New York, 1857.

8. **Schiller, F.** Briefen über aesthetische Erzeihung der Menschen. 1795.

9. **Violet le Duc.** Intervention de l'état dans l'enseignement des Beaux-arts. pp. 62. Paris, 1867.

See also the literature on Drawing.

e. Miscellaneous Educational Establishments.

1. **Anon.** Le Musée Pédagogique, son origine, son organisation, son object. pp. 121. Paris, 1884.

2. **Auchmuty, R. T.** The New York Trade Schools. In Forty-seventh Annual Report of the Mass. Board of Education. Boston, 1884.

3. **Armstroff, W.** Die Fortbildungsschule, ihre Aufgabe, Organisation u. s. w. Duisberg, 1877.

4. **Chautauqua** Literary and Scientific Circle. Circulars. New York, and Plainfield, N.J.

Cf. Vincent, in index.

5. **Cooper** Union for the Advancement of Science and Art. New York, 1884. Twenty-fifth Annual Report, 1884.

6. **Fröhlich, G.** Die Simultanschule. Ihr Wesen, ihre Aufgabe, ihre Bedeutung für die Kultur und ihre Organisation nebst ausführlichen Lehrpläne und detaillirter Schulordnung für mehrklassige Simultanschulen. pp. 80. Vol. I. Pädagogischen Studien von W. Rein. Wien und Leipzig, 1876.

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7. **Goodwin, William W.** Report of the Directors of the American School of Classical Studies at Athens for the Year 1882–83. Washington, 1884.

8. **Hampton** Normal and Agricultural Institute. Catalogue and History.

The latter 1886.

9. **Hale, Edward Everett.** Half-time in Schools. In No. Amer. Review, Nov., 1884.

10. **Hulbert, H. W.** English Rural Schools. pp. 26. Circulars of Information. No. 5. Washington, 1880.

11. **Maier, J. G.** Die ländlichen Winter-abendschulen. pp. 171. Stuttgart, 1873.

12. **Mayaux, V.** Die Universität d. Volkes. Die Fortbildungsschule oder Kurse f. Erwachsene (cours d'adultes), vom geist., sittl., wirthschaftl. und socialen Gesichtspunkte betrachtet. Aus dem Franz. übers. gr. 8. pp. 42. Strassburg, Schmidt.

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13. **Otto, F.** Der deutsche Bügerstand und die deutsche Bügerschule. Eine culturhistorische Erörterung. Leipzig, 1871.

14. **Plauer, B.** Die Fortbildungsschulen. pp. 61. Wien, 1874.

A valuable historical sketch of these institutions in the several countries of Europe.

15. **Rockwell, J. T.** The Teaching and Literature of Shorthand. pp. 159. Circulars of Information of the Bureau of Education. No. 2. Washington, 1884.

16. **Schurig, G.** Die deutsche Bügerschule nach ihrem Wesen und Werden. Gotha, 1878.

17. **Siegfried, J.** De l'enseignement comercial. Rev. de l'Enseignement, 1883.

18. **Warren, C.** Answers to Inquiries about the U. S. Bureau of Education, its Work and History. Prepared under the Direction of the Commissioner. Washington, 1883.

Ninth and tenth census worked over conveniently.

f. General Miscellany and Addenda.

1. **Bolza, Frdr.** Geschichte der Fälschung des Schulzeugnisses pp. 24. Kaiserslautern, 1883.

2. **Döring, E.** Die Erziehungsschule nach psycholog. Grundsätzen. pp. 142. Bernburg, Bacmeister.

3. **Dulon, K.** Aus Amerika, Ueber Schule. Heidelberg, 1866.

4. **Kugler, Joseph.** Die Vorkehrungen gegen e. Brandunglück in d. Schule. Ein Beitrag z. Schul-Hygiene. pp. 16. Wien.

5. **Kuntze, A.** Der Lehrer am Sarge. 38 Leichenreden. 2. verb. Aufl. 8. pp. 187. Rostock.

6. **Plath.** Ueber Schule, Unterricht und Erziehung, bei den alten chineren noch chinerescher Quelle. München, 1868.

7. **Schumann, K.** Die pädag. Tagespresse u. ihre Grossmeister z. Berlin, u. Spandau. pp. 48. Berlin, 1883.

8. **Schule**, die, im Lichte d. socialen Forderungen d. Gegenwart. pp. 52. Hamburg, 1882, Berendsohn.

9. **Seemüller, J.** Die Sprachvorstellungen als Gegenstand d. dtschen. Unterr. pp. 32. Wien.

10. **Zirngiebl.** Studien ueber Institut der Gesellschaft Jesu. Leipzig, 1870.

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11. **Watton, H.** Education as Mind Architecture, in his Reliquæ Waltonionæ. London, 1658.

LIV.

THE EDUCATION OF THE BLIND.

1. **Anagos, M.** Education of the Blind; Historical Sketch of its Origin, Rise, and Progress. Boston, 1882.

2. **Anagos, M.** Kindergarten for the Blind in Europe.

3. **Barbier, C.** De l'instruction des aveugles. Paris, 1830.

4. **Blanchet, A.** Les écoles spéciales pour les aveugles et les instituteurs primaires. Paris, 1859.

5. **Blanchet, A.** Traité pratique de l'éducation des aveugles.

6. **Dalezalsk, A.** Ansichten über die Erziehung, Ausbildung und Versorgung der Blinden. Pest, 1841.

7. **Dickens, C.** An Account of the Institution for the Blind at Boston. In Amer. Notes, Vol. I. London, 1842.

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Lend-a-Hand. A monthly magazine. 3 Hamilton Place, Boston.

Charity Organization Review, published monthly by the Charity Organization Society, London.

First Report of the Royal Commission for inquiring into the Housing of the Working Classes. (England and Wales.) London, 1885.

LX.

EDUCATIONAL PERIODICALS.

a. In English.

1. **Academy,** The.

A monthly journal of secondary education, under the auspices of the associated academic principles of the State of New York. Published by G. A. Bacon, Syracuse. Begun in 1886.

2. **American** Journal of Education. H. Barnard. 38 vols. Hartford, 1855–72.

Probably the most valuable educational periodical ever published in any language, now constituting a vast encyclopædia of information on many if not most topics connected with education, but grouped and indexed in a very confusing way.

3. **Education.** An International Magazine, Bi-monthly. W. A. Mowry, Boston.

Founded 1880.

4. **The** Journal of Education. A Monthly Record and Review. London, 1886. No. 199, February.

See also the English University Reporters, published during term time. Several hundred colleges and high schools publish papers, and about three hundred educational journals are now published in this country alone, and at least half that number in Germany.

b. In German.

1. **Allgemeine** deutsche Lehrerzeitung. 38 Jahrg. 1886. Zugleich Organ der Allg. deuts. Lehrerversammlungen und des deutschen Lehrerpensionsverbandes.

2. **Jessen, A. C.** Freie pädagogische Blätter. Wöchl. 20 Jahrg. Wien, 1886.

3. **Zeitung** für das höhere Unterrichtswesen. Deutschlands. 14 Jahrg. Wöchtl. Leipzig, 1885.

4. **Neue** deutsche Schulzeitung. Begründet, 1871. Organ des "Vereins Staatsschule." Berlin, 1885.

Weekly; begun in 1871.

5. **Deutsche** Schulzeitung, Central-Organ für ganz Deutschland. 15 Jahrg. H. Schillmann. Berlin, 1885.

Weekly.

6. **Pädagogische** Zeitung heraus von Berliner Lehervenein. H. Schröder. 14 Jahrg. Berlin, 1885.

A weekly paper; 14th vol.

7. **Jahrbuch** des Vereins für wissenschaftliche Pädagogik. Ziller, T. 14 Bd. Langensala. Leipzig, 1869–82.

Formerly the most scientific of all pedagogic serials, consisting of the best essays of the editor's pedagogical seminary down to his death.

8. **Frick, O., und Richter, G.** Lehrproben und Lehrgänge aus der Praxis der Gymnasium und Realschulen. pp. 120. Halle a. S.

Begun in 1885. Good.

9. **Mnemosyne.** Organ für Gedachtniskunst. Leipzig. C. T. Mauersberger.

Published at irregular intervals since 1883.

10. **Die** Erziehung der Gegenwart. Begründet von Marenholtz-Bülow. Kassel, 1885.

Frœbelian organ of a female educational society.

11. Pädagogische Blätter für Lehrerbildung und Lehrerbildungsanstalten von Kehr. Gotha, 1885.

Fourteenth volume.

12. **Pädagogische** Rundschau auf dem Gebiete des Unterrichtswesens aller Lander. Körnep, F. Hildburghausen, 1885.

An international organ for the practical and scientific education of teachers. Monthly. 5th vol.

13. **Pädagogisches** Correspondenzblatt im Auftrage des Zillerschen Seminar zu Leipzig. Berger, M., und Hoffmann, S. No. 11. Januar, 1882.

Bi-monthly, 12 page sheets, begun in 1882.

14. **Strümpell, L.** Pädagogische Abhandlungen. Leipzig. New Series began 1878.

New series, begun 1879, about 100 pages each number, and numbers published at the rate of one or more per year. Each contains a few essays by students in the editor's pedagogical practicum at Leipzig. An earlier series contained but few numbers.

15. **Pädagogisches** Archiv. Centralorgan für Erziehung und Unterricht in Gymnasien, Realschulen und höheren Bürgerschulen. Stettin. Since 1858.

16. **Paedagogium.** Monatsschrift für Erziehung und Unterricht. F. Dittes. 7th ed. Vol. IX. Jahrgang, 1886.

One of the best for longer articles, edited by the former director of the pedagogium, or normal school, of Vienna. It contains anthropological, historical, and statistical matter, accounts of institutions and teacher's meetings, literature, etc.

17. **Centralblatt** für die gesammte Unterrichts-Verwaltung in Preussen. Berlin, 1885.

Monthly.

18. **Rheinische** Blätter für Erziehung und Unterricht. Frankfurt a. M.

Founded by A. Diesterweg in 1827, published bi-monthly, and now edited by Dr. Wichard Lange, and making five or six hundred pages per year. It contains original articles on educational questions of all kinds and grades, and each number contains a few careful impartial book criticisms.

c. In French.

1. **Ligue** française de l'enseignement pour la propagande de l'instruction dans les département. Bulletin paraissant tous les deux mois, 1881. Paris.

2. **Revue** internationale de l'enseignement, publiée par la Société de l'Enseignement supérieur. Dreyfus-Brisac, M. E. Paris, 1881.

   Published the 15th of each month. Now in its 6th vol. (1886). The most valuable of French educational periodicals, each number containing *circa* 75 pages, and devoted mainly, but by no means exclusively, to higher and university education.

3. **Revue** pédagogique. Publication mensuelle. Paris, 1885.

4. **Moniteur** du jeune age. Petite revue mensuelle. 6e An. Paris, 1885.

5. **Bulletin** de la Société pour l'instruction élémentaire, fondée en 1815. Journal d'éducation populaire. 70th vol. Paris, 1885.

6. **Manuel** general de l'instruction primaire. Journ. hebdomadaire. An. Tome XXI. 5e série. Paris, 1885.

7. **L'instruction** publique. Revue des sciences et arts. 14e An. Réd. A. Blot. Paris, 1885.

8. **Manuel** général de l'instruction primaire. Journal hebdomadaire des instituteurs et des institutrices. Tome XXII. Paris, 1886.

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EDUCATION.

"Thou that teachest another, teachest thou not thyself?"

FOR American Schools and American Scholarship there is no more healthful sign than the newly-awakened interest of teachers in all that pertains to successful work and personal culture. At the outset of this great and wide-spread movement in favor of better methods and worthier results, it was but natural that the practical side of education should be treated out of all proportion, while its theoretical and historical aspects should be somewhat overlooked. But if education is to become a science and teaching to be practised as an art, one means to this end is to gather and examine what has been done by those who have been engaged therein, and whose position and success have given them a right to be heard. Another and not less potent means is, to gain a clear comprehension of the psychological basis of the teacher's work, and a familiar acquaintance with the methods which rest upon correct psychological principles. As contributions of inestimable value to the history, the philosophy, and the practice of education, we take pleasure in calling the attention of teachers to our books on Education, mentioned in the following pages. It is our purpose to add from time to time such books as have contributed or may contribute so much toward the solution of educational problems as to make them indispensable to every true teacher's library.

The following good words, and also the opinions quoted under the several volumes, are an earnest of the appreciation in which the enterprise is held: —

Dr. Wm. T. Harris, *Concord, Mass.:* I do not think that you have ever printed a book on education that is not worthy to go on any teacher's reading-list, and the best list. (*March* 26, 1886.)

J. W. Stearns, *Prof. of the Science and Art of Teaching, Univ. of Wis.:* Allow me to say that the list of books which you are publishing for the use of teachers seems to me of exceptional excellence. I have watched the growth of the list with increasing pleasure, and I feel that you have done a service of great value to teachers. (*May* 26, 1886.)

Nicholas Murray Butler, *Acting Prof. of Phil., Ethics, and Psychology, Columbia College, N.Y.:* I am greatly interested in your series of pedagogical

publications, and am only too glad to aid the cause of scientific education by increasing their circulation by every means in my power.

S. A. Ellis, *Superintendent of Schools, Rochester, N.Y.:* I most heartily commend the enterprise you have entered upon. These books may well be regarded as indispensable to the outfit of every earnest teacher who would win success in the profession. In bringing them within the reach of every teacher of the land, you are doing a service that will entitle you to the gratitude of all who are interested in the work of education. Personally I wish you all the success you deserve. (*Oct.* 23, 1885.)

W. F. Phelps, *Secretary St. Paul Chamber of Commerce, Minn.:* No greater service could well be performed for the schools and the educators of this country than issuing these valuable and timely publications. They will leave the great body of teachers without an excuse for professional ignorance, and, with the facilities now offered through the reading circles and institutes, there will be no good reason why these books should not reach the great mass of the three hundred thousand teachers in the United States. (*June* 25, 1886.)

J. J. Mills, *Earlham College, Richmond, Ind.:* I have looked over the different volumes with much interest. You deserve great praise for your enterprise in putting the best pedagogical literature before the teachers of the country. I have your Leonard and Gertrude, and Émile, and prize them highly. (*Jan.* 4, 1886.)

W. M. West, *Supt. of Schools, Faribault, Minn.:* You may count upon the will of our reading-circle board to recognize your publications, and personally I am in favor of substituting at once Sheldon's Studies in General History and Compayré's History of Education for corresponding books on our list. (*June* 28, 1886.)

A. W. Mell, *Bowling Green, Ky.:* Your firm is far in advance of any other in the publication of teachers' libraries, and deserves hearty recognition. (*June* 28, 1886.)

Schoolmaster, *London:* The American house of D. C. Heath & Co. is doing good service to teachers by the publication of their series of educational classics. We commend the Émile to every one interested in the education of the young.

Critic, *New York:* Messrs. D. C. Heath & Co. are the publishers of a new and important series of works for teachers. In contributing further means for the enlightenment of our teaching world, the editors and translators engaged in this series are doing a work which cannot fail of recognition and utility.

A History of Pedagogy.

Translated from GABRIEL COMPAYRÉ'S *Histoire de la Pédagogie*, by W. H. PAYNE, Professor of the Science and the Art of Teaching in the University of Michigan, who adds an Introduction, Notes, References, and an Index. 5¼ by 7½ inches. Cloth. xxvi + 592 pages. Price by mail, $1.75; Introduction price, $1.60.

THIS book is confidently recommended to teachers and to students of Pedagogy, because, —

1. *It is comprehensive without being tedious.* It covers the whole

historic period, exhibits the progress made from age to age in the theory and art of education, and makes known the manner in which the greater nations and thinkers have understood the educational problem. By this treatment of the subject, the teacher may become "the spectator of all time and all existence," in whatever pertains to his vocation. There is no other book which is so well adapted to broaden and liberalize the teaching profession.

2. *It is clear and interesting.* M. Compayré has not only the genius of selection, but also of clear and interesting presentation. The whole treatise is a series of clearly cut pictures, each having its own individuality, and impressing its own special lesson. For the most part, the successive sketches are typical; duplicates are purposely and wisely omitted. Only the highest literary art can combine comprehensiveness and clearness; but these effects are realized in this *History of Pedagogy.*

3. *It is critical and instructive.* Historical facts, in order to be instructive and helpful, must be interpreted; and such interpretation must come through critical insight. M. Compayré has this endowment in a pre-eminent degree. In him the reader finds a safe as well as a suggestive and entertaining guide. In this case history is truly "Philosophy teaching by example."

WHAT LEADING EDUCATORS THINK OF IT.

Gabriel Compayré, *Chambre des Députés, Paris:* Votre traduction me paraît excellente, et je vous remercie des soins que vous y avez mis. J'ai grand plaisir à me relire dans votre langue, d'autant que vous n'avez rien négligé pour l'impression matérielle. Combien vos éditions Américaines sont supérieures aux nôtres! (10 *Avril*, 1886.)

Dr. W. T. Harris, *Concord, Mass.:* Professor Payne has done a real service to education in translating M. Compayré's History of Pedagogy. The work has great merits. Indeed, it is indispensable among histories of education, for the reason that it shows us the subject from the standpoint of a Frenchman of broad and sound culture. The history of education has not been hitherto well represented in English educational literature, and yet it is the most important branch for the teacher. I congratulate you, therefore, upon the accession of Professor Payne's work to your list. (*April* 2, 1886.)

G. Stanley Hall, *Prof. of Pedagogy and Psychology, Johns Hopkins Univ.:* It is the best and most comprehensive universal history of education in English. The translator has added valuable notes.

Mrs. Horace Mann, *Boston:* I consider anything of his not only authentic but invaluable, because of his candid mind and thorough interest in the subject, which enables him to give exhaustive treatises upon all points.

Miss Elizabeth P. Peabody, *Boston, Mass.:* If Compayré's History of Pedagogy had nothing else in it but

what he says of Père Girard's work and books (between pages 465 and 475), especially with respect to teaching children their mother tongue, it would be worth publishing. I trust all the newspapers and magazines that write of Indian education will copy these ten pages, and all the instructors of Indians will ponder them, and those who write elementary books for the education of Indians as Indian commissioner Oberlitz recommends, will follow Père Girard's suggestions. If Compayré has not been so happy in his estimate of Frœbel, it is due, I think, to Frœbel's inferior power of expressing his ideas in his books for practice. Frœbel is identical with Père Girard in his methods, and in his all predominating *moral aims*, and was by no means a mere Deist, but eminently a *Christian*.
(*April* 21, 1886.)

E. E. Higbee, *State Supt. of Public Instruction, Harrisburg, Penn.:* I have for some time regarded it as a very valuable work, and am glad to see it in English. I hope it may be introduced into all the normal schools of this State, and give a dignified impetus to studies of such character, so much needed and so valuable. (*April* 24, 1886.)

M. A. Newell, *State Supt. of Education, Baltimore, Md.:* It is a very valuable addition to our pedagogic literature; it is as brief as the breadth of the subject would allow, and is comprehensive and philosophical. The notes and index added by Professor Payne very much increase the value of the work, both to students and to anxious inquirers of the busy sort. (*May* 12, 1886.)

D. L. Kiehle, *State Supt. of Public Instruction, St. Paul, Minn.:* I can cordially recommend it as an essential to every teacher's library. It is both comprehensive and definite. It is consequently interesting and instructive. I am certain it will be recognized as a valuable contribution to our small but select supply of educational literature.
(*April* 26, 1886.)

J. W. Stearns, *Prof. of the Science and Art of Teaching, Univ. of Wis.:* I have read it with great satisfaction and pleasure, and regard it as a valuable addition to the limited number of useful books on education now accessible to American teachers. Its treatment of the subject is broad and catholic, its criticisms discerning, and it has attained unity and continuity in the presentation of very complex and heterogeneous materials. It will, I believe, serve to increase interest in the history of educational thought and experience,—an end greatly to be desired. (*May* 3, 1886.)

S. N. Fellows, *Prof. of Didactics, State Univ. of Iowa:* It is comprehensive in scope, clear in thought and style, and is both critical and accurate. I am sure that the historical phase of educational study will receive a new impetus from this book. It should find a place in every earnest teacher's library.
(*April* 26, 1886.)

Nicholas Murray Butler, *Acting Prof. of Philosophy, Columbia Coll., New York:* I have examined it with great interest. The book was familiar to me in the original, and I am very glad to see it brought within the reach of the English-speaking public. In response to the great interest which has sprung up in educational matters in the last few years, the practical side of education has been treated of out of all proportion, while the theoretical and historical aspects of pedagogics have been somewhat overlooked. Compayré's book remedies at least one of these omissions. If our teachers are to be efficient and economical of time and force, they must be trained for their profession, and an essential part of that training consists in knowing what educators of previous cen-

turies and generations have said and done. This implies an acquaintance with the history of pedagogy. Compayre's modest little book subserves this end, and should be in the hands of every teacher, every normal-school student, and on the list of every "reading circle." It is especially valuable for its full treatment of the rationalistic movement led in France by Rabelais and Montaigne, for its analysis of Rousseau's "Emile" and its notice of the philosophy of education evolved by the French Revolution. The chapter on "Women as Educators" is, so far as I can recall, a novelty in just such a book as this, and moreover is a suggestive and valuable one. I predict for the book the greatest success, for it deserves it, and comes at a most opportune time. I have shown my appreciation of Compayré's History of Pedagogy practically, by putting it on the list of books recommended as an introductory course of reading in pedagogics. (*April* 22, 1886.)

H. K. Edson, *Prof. of Didactics, Iowa Coll.:* I wish to express my high appreciation of the work, and my obligations to you and to the translator in bringing it out in English for American teachers. It is unique in itself and greatly needed by our professors. It gives in compact, convenient form what we have been compelled to hunt for, and often in vain, in cyclopedias and general history. I prize it greatly, and have introduced it in our didactic course in college. (*April* 28, 1886.)

Edw. A. Allen, *Dean of Nor. Fac. Univ. of Mo.:* I have looked into it far enough to see that it is the best book on the subject that I can put into the hands of the normal class next year.

H. H. Freer, *Prin. of Prep. and Nor. Depts., Cornell Coll., Ia.:* It should be placed in teachers' libraries and in the list of books for reading circles, and may be used with profit as a text-book in normal schools. I shall recommend it to teachers and give it a place in the post-graduate course of study provided for those of our graduates who may elect studies in the science and art of teaching to obtain the master's degree. (*April* 27, 1886.)

W. M. Beardshear, *Pres. of Western Coll., Toledo, Ia.:* It is the freshest, wisest, and best of books of that class. No one interested in education can afford to do without it. We will make a place for it at our early convenience. (*June* 23, 1886.)

Larkin Dunton, *Prin. of Normal School, Boston:* I have read it with keen interest. It is a valuable contribution to the educational literature available for English readers. The "analytical summaries" are important additions. The work deserves an immense sale, and I hope American teachers will buy so freely as to encourage Prof. Payne and his publishers to continue the same line of work. (*April* 26, 1886.)

E. H. Russell, *Prin. of State Normal School, Worcester, Mass.:* It is a handsome book throughout, with everything about it that makes a book pleasant to the eye and agreeable to use. Without going into particulars, I say unhesitatingly that it is a very valuable addition to our lengthening list of first-rate books in English for teachers. I have put it into the hands of our senior class, and have recommended it to our graduates, as I do to all teachers who desire to learn from a fresh and interesting source something of the history of school education and of the principles that underlie it. (*April* 21, 1886.)

D. B. Hagar, *Prin. of Normal School, Salem, Mass.:* I have read it with great interest, pleasure, and profit. It is a work that ought to be in every educa-

tional library and in the possession of every teacher. (*April* 20, 1886.)

Thomas J. Morgan, *Prin. of Normal School, Providence, R.I.:* It is doubtful if a more valuable contribution has ever been made to our pedagogical literature than the translation of Compayré's History of Pedagogy. It gives in a clear, concise, comprehensive way the chief views of education that have been forceful in the past, and is invaluable to every one who wishes to have just views of pedagogy. I know of no better book on this subject. It is my purpose to introduce it into the normal school. I hope to see it widely adopted in the reading circles. (*March* 15, 1886.)

D. J. Waller, Jr., *Prin. of State Normal School, Bloomsburg, Penn.:* The introduction is enough to make it evident that, whether he be a safe guide or not, he is a vigorous and comprehensive thinker, and that the book will be exceedingly stimulating. I look upon the reading of it as one of the most promising pleasures of the near future. In the great dearth of writers in English upon this subject, I have taken it for granted from the little I have read that we shall make it the text-book for our classes. (*April* 24, 1886.)

Geo. P. Beard, *Prin. of Central State Normal School, Lock Haven, Pa.:* The next class and all succeeding classes in all of our State normal schools will take the subject hereafter, and it is not unlikely that your book will find its way into many of our schools. Your book is more satisfactory than any I have yet examined, and has many features to recommend it to the favor of educators. Without attempting a detailed review, I will say I consider it a most excellent work for teachers and for normal-school uses. (*March* 13, 1886.)

Cyrus W. Hodgin, *Prin. of Richmond Normal School, Ind.:* I am reading it with both pleasure and profit. I know of nothing published in the English language that could fill its place. I am making it the basis of the present term's work on the history of education. (*April* 23, 1886.)

Edwin C. Hewett, *Pres. of Illinois State Normal Univ.:* I am greatly pleased with the book, and know that you have done the teachers a valuable service in publishing it. The author's work is judicious and, for ordinary purposes, sufficiently comprehensive. I rarely find myself disposed to differ from his opinions, so clearly expressed. Professor Payne's analyses and notes are a very valuable addition. (*May* 5, 1886.)

Irwin Shepard, *Pres. of State Normal School, Winona, Minn.:* We have long needed a book on the history of education suitable for professional classes. Payne's translation fully meets this want. We adopted it immediately upon its publication, and are now using it with great satisfaction in a class of sixty members. Through the aid of this book, the subject has assumed a new interest and importance to all our students and teachers. Among the most valuable features of the book, I would mention Professor Payne's analytical summaries and notes. (*April* 23, 1886.)

A. P. Taylor, *Pres. of State Normal School, Emporia, Kan.:* We have been using it during the present term. It has given great satisfaction. So far as I know, there is nothing in the English language possessing such general excellence. It is comprehensive, philosophical, helpfully critical, and suggestive. A live teacher can hardly afford to be without it. I commend it most heartily to my brethren in the normal schools of the United States. (*May* 3, 1886.)

R. C. Norton, *Pres. of State Normal School, Cape Girardeau, Mo.:* It is rec-

ommended for adoption as a text-book in that subject for this school.
(*April* 26, 1886.)

H. T. Tarbell, *Supt. of Public Schools, Providence, R.I.:* It is a work of great value. The translation is in clear and elegant English, and the whole work most readable while profound. There is no work within my knowledge to compare with it except Quick's "Educational Reformers," a very valuable work, but less full and interesting than Compayré's. You have done the educational world a great service by the publication of this book. (*June* 4, 1886.)

James MacAlister, *Supt. of Schools, Philadelphia:* You have conferred a real favor upon the teaching profession of this country in publishing Professor Payne's translation of Compayré's History of Pedagogy. The book is especially welcome just now when larger views of the teacher's education are beginnining to obtain. It is the best outline which has yet been written, and Professor Payne has translated and edited it with that care and intelligence so characteristic of all his work. The book is admirably adapted for the use of normal schools and colleges in which pedagogy is a recognized study. It will be found profitable also for private study by teachers. No teacher can read this book without forming higher views of the importance and dignity of his calling, and learning much that will tell upon the scope and purpose of his daily work in the schoolroom. (*May* 1, 1886.)

C. E. Meleney, *Supt. of Schools, Paterson, N.J.:* I have read it with great pleasure and profit. I recommended it for adoption as a part of the course for the second year in our reading circle. (*June* 26, 1886.)

B. C. Hinsdale, *Supt. of Instruction, Cleveland, O.:* I find it outside and inside an admirable book; mechanically, it is neat and tasteful, and in point of doctrine, arrangement, and style, excellent. It is full without being over-full, and the emphasis is in the right places. The book will assist materially in rescuing the history of educational doctrine and practice from the neglect with which it has, in this country, been generally treated. (*April* 27, 1886.)

J. G. Kimball, *recent Supt. of Schools, Newton, Mass.:* It is a most timely contribution to the bibliography of the teacher's profession. Few can read it without gaining a wider outlook, a profounder respect for the conscientious devotion of their predecessors, on the one hand, and a conviction of the substantial progress in educational science, on the other. The work is admirably done. The original of Dr. Compayré needs no commendation, while it has been so thoroughly "Englished" by the able editor as to retain no flavor of a foreign original, but reads like a product indigenous to our literary soil. It should grace every teacher's library and become a classic in his professional outfit.
(*May* 11, 1886.)

Harriet E. Hunt, *Adelphi Academy, Brooklyn, N.Y.:* It is a work of great value. I think that, taken with Bain's "Science of Education," Compayré's work would make a pedagogical library that any teacher might be glad to own.
(*May* 4, 1886.)

Josiah H. Shinn, *Editor and Publisher of "Arkansas Teacher," Little Rock:* I have not been so well pleased with a book since the reading of Adam Smith in younger days. You deserve credit for bringing out books of a higher class upon teaching. (*April* 6, 1886.)

London (England) Journal of Education: We should like all those who still hesitate as to the use of studying the history of education to read M.

Compayré's serious and moderate words on the subject: we feel that few would rise from their consideration inclined to doubt that the practical teacher of to-day will do his work all the better for knowing how, why, and when, it has been done before his time, and with what results. We have thoroughly enjoyed M. Compayré's book, and can conscientiously recommend it for its matter and method as one of the few available on the interesting history of pedagogy. (*March* 1, 1885.)

Having reviewed at length the original work, and stated our opinion that, for its size, it is the best existing book of its class either in French or German, we may content ourselves with noting that the Michigan Professor of Pedagogy has given us a careful and very readable English translation. (*May* 1, 1886.)

Nicholas Murray Butler, *Columbia Coll., in "Science":* For the purpose of giving a general knowledge of past educational theories and practices, we know of no book so useful. While not so special and technical as to be uninteresting to the general reader, it is full enough for the average teacher. Taken altogether, it is a valuable manual, and may safely be recommended to teachers and reading-circles. And for the use of the general public who are not teachers, we know no book at once so complete and so free from technicalities.

Boston Daily Advertiser: The translator and the publisher of this work deserve no small degree of praise for bringing before the educational public this excellent treatise. The book is one that will undoubtedly prove a most valuable acquisition to the libraries of our normal schools. It is to be commended to the special attention of all interested or actively engaged in the work of education, both for the value of the material that it contains and for the very clear and readable shape that the translator's labors have given to it. (*June* 1, 1886.)

The (London) Literary World, *England:* We think we have said enough to show that this is a book which every practical educator should read.

A. E. Winship, *Editor of "New England Journal of Education":* Since this remarkable volume first entered our office it has been an inspiration. Professor Payne has done American schoolmen a positive service in his admirable translation, arranging the matter in tempting shape, giving it a fresh, spicy, readable tone. It is *the* History of Pedagogy; set, however, in the philosophies, biographies, social characteristics, religious tendencies, political affiliations, of the various periods of the world's history. It is great as a revelation of the movement of pedagogical science. It is greater as a revelation of the movement of history with the schoolmaster's hand upon the plastic minds of the formative periods of nations.

Virginia Educational Journal: The work of a distinguished Frenchman who was admirably fitted by taste, education, and experience to undertake a thorough discussion extending over the whole field.

The Morning Star, *Boston:* Compayré will be for years the best single book on the subject for the teacher to own. No one can rise from the perusal of the work without an inspiration to more active service in the cause of compulsory free schools for every child of the Republic.

Academic Quarterly, *Glens Falls, N.Y.:* It is doubtless not too much to say of this work that it is the very best of its kind to which teachers have access. (*May*, 1886.)

Pennsylvania School Journal, *Harrisburg:* This ought to be a welcome book. For a reliable and comprehensive history of pedagogics we know not better where to turn than to the volume so well translated and so intelligently edited by Professor Payne.
(*June*, 1886.)

Education, *Boston:* Our great *desideratum* has been an artistic and critical treatment of the history of education and of educational doctrines, within moderate limits, — a work that at the same time might sustain interest and be a safe guide to our teachers in their efforts at self-culture. To be thus, — brief but not scrappy, entertaining but not frivolous, comprehensive and suggestive but not verbose, critical without loss of judicial fairness, and, withal, to sketch with the animation and symmetry of the artist, — requires the broadest culture, the clearest insight of the problems involved, and the devotion of an enthusiast. All these high qualities Monsieur Compayré has brought to the production of his unique "History of Pedagogy." This book supplies in a large measure our especial need. Professor Payne's timely completion of his task has now placed the lucid and inspiring thought of the brilliant French educator within the reach of all. He has thereby done a special service to American teachers, which we predict they will not be slow to appreciate.

Gill's Systems of Education.

A history and criticism of the principles, methods, organization, and moral discipline advocated by eminent educationists. By JOHN GILL, Professor of Education, Normal College, Cheltenham, England. 4¼ by 6½ inches. Cloth. viii + 312 pp. Price by mail, $1.10; Introduction price, $1.00.

SCHOOL education has to become a science. One means to this end is to gather and examine what has been done by those who have been engaged therein, and whose position or success has given them a right to be heard.

Professor Gill's book includes in its treatment the systems represented by: —

The Pioneers; Roger Ascham; Comenius; John Milton; John Locke; Vicesimus Knox; The Edgeworths; Pestalozzi; Oberlin: Wilderspin; Mayos; Home and Colonial School Society; Frœbel: Dr. Andrew Bell; Joseph Lancaster; The Intellectual System; Storr's Training System; Brougham; Thomas Wyse; Horace Grant and the Educative Department in Present Existence.

Much valuable and entertaining biographical matter is presented in connection with what the author has to say of the founder of each system. The Lancaster and Bell systems especially receive a fulness of treatment never met in French or German works on the History of Education. The various chapters of this book were first presented as

lectures to students in English training colleges; and the author has given them this permanent form in the hope that they may stimulate those just starting in their profession, ever to work, with the purpose of placing their art on a scientific basis.

The following commendations of this book have already been received: —

W. H. Payne, *Prof. of the Science and Art of Teaching, Univ. of Michigan:* I have a high opinion of Gill's Systems of Education, and can heartily commend it to those who wish to make a study of the more celebrated English teachers and their systems of education and instruction. I know of no other book where such information can be so conveniently found. (*May* 3, 1886.)

Wm. T. Harris, *Concord, Mass.:* I can say truly that I think it eminently worthy of a place on the Chautauqua Reading List, because it treats so ably the Lancaster and Bell Movement in Education, — *a very important* phase.

E. H. Russell, *Prin. State Normal School, Worcester, Mass.:* It will prove a most valuable help in studying the history of education, and from its convenient size will be preferred by many to the bulkier and more ambitious treatises on the same subject. Though brief, it is not meagre. You have put it in very comely attire, and I hope it will have a good sale.

I shall adopt it in this school as one of our regular books in the history of education. It will conflict with nothing now in use; it is well written: it deals ably with the phases of instruction and training that have held sway in England; its size and cheapness make it possible to use it as a supplementary book where others have possession of the field.

Nicholas Murray Butler, *Acting Prof. of Philosophy, Ethics, and Psychology, Columbia Coll., New York:* Gill emphasizes some features in English pedagogy; for instance, the work of Bell, of Lancaster, and of the Edgeworths, that are seldom mentioned in the French and German histories of education. I knew of the announcement of the book, but did not expect it to be published so soon. Had I known that it was ready, it should certainly have had a place in the course of reading. If a new issue is necessary, as seems probable, I will add it to the list.

Education, *Boston:* Aside from the historical merit of the book, the criticism contained in it is temperate and judicious. We deem it worthy a place in every teacher's library.

Prof. Bain, *Aberdeen, Scot.:* A valuable little book on the Systems of Education.

Schoolmaster, *London:* We recommend it to all whose duty or pleasure it is to aid in the great work of education.

School Guardian, *London:* We welcome Mr. Gill's book as a valuable contribution to the literature of the art of teaching.

School Board Chronicle, *London:* The book is clearly, forcibly, and pleasantly written.

Educational Times, *London:* Will doubtless be read with interest.

Saturday Review, *London:* A very clear and intelligent account of the different systems of education.

Rosmini's Method in Education.

Translated from the Italian of ANTONIO ROSMINI SERBATI by Mrs. WILLIAM GREY, whose name has been widely known in England for many years past as a leader in the movement for the higher education of women. 5¼ by 7½ inches. Cloth. About 400 pp. Price by mail, $1.75; Introduction price, $1.60.

THIS is a work of singular interest for the educational world, and especially for all those who desire to place education on a scientific basis.

It is an admirable exposition of the method of presenting knowledge to the human mind in accordance with the natural laws of its development; and the disciples of Frœbel will find in it not only a perfectly independent confirmation, but the true psychological estimate of the principles of Frœbel's kindergarten system. We believe that this translation of the work of the great Italian thinker will prove a boon to all English-speaking lovers of true education on both sides of the Atlantic. [*Ready in October.*

Mr. Thomas Davidson, *Orange, N.J.:* It is one of the most careful works of the ablest and most comprehensive thinker of the nineteenth century, a man of whom friend and foe alike speak with reverence as of a saint, and who, indeed, was a saint. (*Feb.* 20, 1886.)

The University, *Chicago:* Any American student of pedagogy, who, after working in the German literature of the subject, has found relief by turning to the French writers, will experience the same pleasant impression on becoming acquainted with the educational literature of Italy. Lightness and clearness are among its valuable qualities; while no one that has undertaken Siciliani or Rosmini will deny its depth and solidity. To an American schoolman it is a wholesome lesson to survey the foreign pedagogic field and to learn that the great questions which press for solution at home are the questions among other peoples also, where they may often be seen in more advanced stages of development, or even already settled. By no means do we lead the world in education. We are a vigorous younger child in the great family of cultured nations, becoming now old enough to respect our elders.

Lectures to Kindergartners.

BY ELIZABETH P. PEABODY. Published at the urgency of a large number of Kindergartners, inasmuch as Miss Peabody is no longer able to speak *viva voce.* 5¼ by 7½ inches. Cloth. viii + 225 pages. Price by mail, $1.10; Introduction price, $1.00.

THE first of these lectures introduced and interested the Boston public in Kindergarten education. The seven others are those which, for nine or ten successive years, Miss Peabody addressed to

the training classes for Kindergartners, in Boston and other cities. They unfold the idea which, though as old as Plato and Aristotle, and set forth more or less practically from Comenius to Pestalozzi, was for the first time made into an adequate system by Frœbel. The lectures begin with the natural exemplification of this idea in the nursery, followed by two lectures on how the nursery opens up into the Kindergarten through the proper use of language and conversation with children, finally developing into equipoise the child's relations to his fellows, to nature, and to God. Miss Peabody draws many illustrations from her own psychological observations of child-life.

Habit and its Importance in Education.

An Essay in Pedagogical Psychology. Translated from the German of DR. PAUL RADESTOCK by F. A. CASPARI, Teacher of German, Girls' High School, Baltimore; with an Introduction by DR. G. STANLEY HALL, Professor of Psychology and Pedagogy, Johns Hopkins University. 5¼ by 7½ inches. Cloth. ix + 117 pages. Price by mail, 65 cents; Introduction price, 60 cents.

PROFESSOR RADESTOCK has devoted some of the best years of his life to practical teaching and a research into the principles at the base of most habits. His book contains an able and practical discussion of: —

I. Value and Limits of Education; Force and Value of Habit; Various Definitions of Habit. II. Relations between Psychology and Physiology; Cause and Effect of Sensorial Impressions; Various Ways of extending Impressions. III. Relations of Concepts to each other. IV. Properly associated Habits; Habit and Habitude; Principle of Associated Practice; Repetition; Habit in the Organic World; Results of Habit; Negative and Positive Use of Power; Division and Concentration of Power; Aim of Human Education; Object Lessons. V. The Intellect; Memory and Imagination; Process of Logical Thinking; Conception Series; Laws of the Association of Ideas; Talents resulting from a Combination of the Imagination and the Intellectual Faculties. VI. The Will; Influence of Habit on the Entire Psychological Life; Value of Associates and Environment; Habitude of Personal Action; Advantage of School *versus* Home Education. VII. Special Habits; Cleanliness; Punctuality; Neatness; Endurance; Self-Control; Obedience; Politeness; Attention;

Diligence; Unselfishness; Exercise; Study. VIII. Moral Habits. IX. Extreme Habituation, Ill Effects of; Three Theories concerning the Emotions; Necessity of Change in Instruction; Punishments; Higher Æsthetic Feelings; Prejudice; Pedantry; Law of Relativeness; X. Habit and Free Will; Genius; Insanity. XI. An Appendix.

Bacon says: "Since custom is the principal magistrate of man's life, let men, by all means, endeavor to obtain good customs. Certainly, custom is most perfect when it beginneth in young years; this we call education, which is in effect but early custom."

The translator has done her work admirably, and has given us entire the little book in which Dr. Radestock has rendered his chief service to education.

The subjoined extracts from letters and reviews will aid teachers, normal-school classes, and students of psychology generally, to form some idea of the estimate placed upon the book by competent judges:—

John Dewey, *Instructor in Philosophy, Ann Arbor Univ., Mich.:* Radestock has been for some time favorably known by means of his psychological monographs, of which this upon Habit is no doubt the best, as it is also without doubt the most suggestive and fruitful of all monographs upon this most important of educational subjects. Personally I have been greatly interested in the wide range of psychological knowledge shown, and in the command of the best methods and results of the newer and more experimental psychology. In the hands of a competent teacher, it would make an excellent introduction to the later methods of looking at all kinds of psychological subjects. (*May* 7, 1886.)

Nicholas Murray Butler, *Acting Prof. of Ethics and Psychology, Columbia Coll., N.Y.:* Radestock's book is a most engaging little work, and I trust that teachers may be led to read its words and reflect on its precepts. I knew of its announcement, but did not know that it was ready; otherwise it should certainly have had a place in our "Course of Reading." (*April* 30, 1886.)

J. W. Stearns, *Prof. of Science and Art of Teaching, Univ. of Wis., Madison:* It is a very interesting and valuable study for those who care about knowing the psychological basis of teaching. You have certainly conferred a great favor upon teachers by placing so admirable a treatise within their reach, and I hope it may become widely known. (*May* 26, 1886.)

S. N. Fellows, *Chair of Mental and Moral Philosophy and Didactics, State Univ. of Ia.:* I have read it with great interest, and regard it as a valuable contribution to pedagogical literature. It should find a place in every teacher's library. It may certainly be affirmed that good habits are next in importance to good principles, if not of equal importance. And this book is full of valuable suggestions to the educator who would aid his pupils in forming right habits. (*May* 25, 1886.)

Julius H. Seelye, *Pres. of Amherst Coll., Mass.:* I am very much pleased with Radestock's Habit in Education. It is a valuable contribution to both educational theory and practice.
(*May* 6, 1886.)

H. P. Judson, *Univ. of Minnesota, Minneapolis:* I have had time as yet only for a cursory examination of it, but should judge it an interesting and valuable addition to our pedagogical literature.
(*May* 5, 1886.)

Thomas J. Morgan, *Prin. of Normal School, Providence, R.I.:* I have read it with a great deal of interest. Recognizing that the work of the teacher consists largely in the formation of right habits, he points out that the foundation of the work must be laid in a knowledge of the soul. He gathers about the discussion of habit a great deal of erudition and sound philosophy. The book is stimulating and suggestive.

C. C. Rounds, *Prin. of State Normal School, Plymouth, N.H.:* I had the pleasure of reading its proof-sheets. There is need in educational literature of just such monographs on special topics in psychology, brief, philosophical, suggestive. Teachers will do themselves a favor by carefully reading this admirable little book, and you will help them by giving more of a similar kind. (*May* 7, 1886.)

E. H. Russell, *Prin. of State Normal School, Worcester, Mass.:* It is a most valuable essay in pedagogical psychology. It is full of the spirit of modern teaching, and its main points are strongly fortified by abundant references to the master-educationists of the present century. It will prove a rare "find" to hundreds of teachers who are seeking to ground themselves in the philosophy of their art. There is nothing in English, so far as I know, that covers the same ground. Spencer and Bain come the nearest to it. I can strongly recommend it to my pupils and fellow-teachers. (*May* 7, 1886.)

W. N. Hallmann, *Supt. of Schools, La Porte, Ind.:* The wide range of study it covers in the interest of its subject, its full and conscientious quotations, and its thoughtful analysis of the matter on hand render it a valuable contribution to the helps of the young student of psychology. It represents and opens libraries to him.
(*May* 20, 1886.)

Mrs. Horace Mann, *Boston, Mass.:* It is a wonderfully fine analysis of mental conditions, and shows the importance of good habits. It is invaluable to the student of child-nature. The literature on the subject of habit is certainly treated exhaustively in this little book, and this alone makes it worth the perusal of all educators.

Emma Marwedel, *Kindergartner, San Francisco, Cal.:* Being quite familiar with Dr. Paul Radestock's German publications, I value your effort to engraft his psychologic and pedagogical treatise on habits upon our American educational literature. The two conflicting pedagogical problems of forming man—either by limiting his individuality, as a whole, through the power *of habit*, or fostering his creative originality, as a whole, by leaving individuality unlimited *through habits*—cannot at this time, when we just begin to foreshadow the necessity of a conscious conception of public educational impressions (as early even as the cradle), be *too often* nor *too strongly* brought before the mind of conscientious educators, not excluding mothers. We need thinking on education. (*May* 7, 1886.)

Wm. J. Cox, *Supt. of Schools, Hancock, Mich.:* It has been read with pleasure. Depth of thought and clearness of expression are happily combined. The work is philosophical, practical, and in-

teresting. It is a valuable and timely contribution to the study of the psychological principles of education, and will no doubt meet with a favorable reception from thoughtful and earnest teachers. (*May* 4, 1886.)

John E. Kimball, *recent Supt. of Schools, Newton, Mass.:* I have read it with interest. It cannot fail to furnish practical teachers who are progressive in spirit and method, invaluable hints. The hope of the profession lies in discovering and intelligently applying the psychological principles which underlie pedagogical methods, and in this research the work of Dr. Radestock will be found most suggestive in a department of training whose importance is second to none. I bespeak for the little book a wide circulation among thinking, and therefore growing, teachers and educators. (*May* 11, 1886.)

Ohio Educational Monthly: There is no science of education that is not based on psychology, and no profession of teaching without a knowledge of its principles. Advance in education must be along the line of psychological study. The author of this monograph regards education as progressive habituation, and good habits as more important than even good principles. That which has become second nature or habit gives shape and tone to the character. The field is a fruitful one for the teacher, who will find this little book a most interesting and stimulating study.

Troy (N. Y.) Telegram: As we speak of habits of thought, of speech, of study, of endurance, of persistence, and of a great many other things, it is easy to imagine how in every direction the formation of correct habits should be sought for as an educational result. Thus waste of effort and of strength will be avoided, and the greatest efficiency secured in every species of work, whether that work be mental or physical. The hints and suggestions of this little manual will prove valuable in this species of culture.

Boston Transcript: This work is addressed to teachers, who will find in it solid food for thought.

The Presbyterian Observer: *Baltimore:* A good book for educators, both parental and public. It is a practical guide to the formation of good habits, which the author considers the end of education. It is not a set of rules, but a suggestive and stimulating book, which is at once popular and scientific. (*June* 10, 1886.)

The Congregationalist: It is based upon wide reading and thorough reflection, and sets forth fully and ably the relation of habit, in general and in particular, to life, the importance of habituation, the danger of carrying it to extremes, etc. Teachers will find it suggestive, and, in spite of too much technical phraseology, practically serviceable.

Wisconsin Journal of Education: More and more as life goes on, processes, mental as well as physical, become automatic, and therefore easy and rapid, and if the education has been what it ought to be, minister to the higher ends of life. That this view of education needs to be more widely considered cannot be doubted, and this little book will contribute effectively to that result. (*June*, 1886.)

Trinity Tablet, *Hartford, Conn.:* The chapters on the intellect, the will, and special habits, are exceedingly interesting. (*May* 29, 1886.)

The Hartford Evening Post: A very absorbing and useful essay, not only indispensable to the teacher, but almost as much so to the average reflective mind.

Popular Educator: The subject is certainly a very important one, and the author is an eminent psychologist. The book is well printed, tastefully and strongly bound, moderate in price, and, as Dr. Hall observes in his preface, both translator and publisher "merit the thanks of those American teachers who are interested in the psychological basis of their vocation." (*June*, 1886.)

Intelligence, *Chicago:* The importance of right habits as a product of school training is receiving more and more attention. In this line of thought and practice every reflective teacher will find this essay of great value. It is the product of a master who has the skill and power of presenting deep scientific principles in a very clear and simple manner. (*June* 15, 1886.)

Central School Journal: Dr. Paul Radestock, who has attained to a wide degree of eminence as the author of several brilliant psychological monographs, has presented here a most admirable and comprehensive brochure upon the subject of "Habit in Education." Dr. G. Stanley Hall, of Johns Hopkins, has edited the work, and the publishers, Messrs. D. C. Heath & Co., whose mark is a synonym of high excellence, have dressed the book with taste and neatness. (*July*, 1886.)

The Christian Register: The importance of habit in education is a trite maxim of teachers and moralists; but the subject has not received the full statement that it has needed from a psychological standpoint. This work is an important one, and demands the earnest study of teachers.

Extracts from Rousseau's Émile.

Containing the Principal Elements of Pedagogy. With an Introduction and Notes by JULES STEEG, Paris, Député de la Gironde. Translated by ELEANOR WORTHINGTON, recently of the Cook County Normal School, Ill. 5¼ by 7½ inches. Cloth. 157 pp. Price by mail, 85 cts.; Introduction price, 80 cts.

"There are fifty pages of the Émile that should be bound in velvet and gold."
— VOLTAIRE.

IN these pages will be found the germ of all that is useful in present systems of education, as well as most of the ever-recurring mistakes of well-meaning zealots.

The book has been called "*Nature's First Gospel on Education*." Among its pregnant texts, are: The Object of Education; The Newborn Child; The Earliest Education; Maxims to keep us True to Nature; The Cultivation of Language; Childhood to be loved; Neither Slaves nor Tyrants; Reasoning should not begin too soon; Well-Regulated Liberty; The Idea of Property; Falsehood; The Force of Example; Negative or Temporizing Education; The Memory; The Study of Words; Physical Training; Clothing; Sleep; Training the Senses; Drawing; Geometry; The Voice; The Age of Study; Curi-

rity as an Incentive; Things rather than Symbols; A Taste for Science; Experimental Physics; Nothing to be taken upon Authority; Learning from Necessity; The Forest of Montmorency; Robinson Crusoe; The Pupil at the Age of Fifteen; Results.

The eighteenth century translations of this wonderful book have the disadvantage of an English style long disused. This new translation has the merit of being in the dialect of the nineteenth century, and will thus be enjoyed by a wider circle of readers.

In *Educational Theories*, Oscar Browning says concerning this book: Probably *no* work on the subject of education has produced so much effect as the "*Émile*."

The following extracts from letters and reviews serve to show with what cordiality this new edition has been received:—

G. Stanley Hall, *Prof. of Pedagogy, Johns Hopkins Univ.:* I have examined your convenient edition of the "Emile," and shall recommend it to my educational classes.

W. H. Payne, *Prof. of Pedagogics, University of Michigan:* I have spent considerable time in reading the "Emile" and in comparing certain parts of the translation with the original. Miss Worthington has made a version of real merit; Rousseau's thought has been transferred to English with great accuracy, and much of the original grace of style has been preserved. The teachers of the country are indebted to you for this invaluable contribution to the literature of the profession. (*Dec.* 15, 1884.)

J. W. Dickinson, *Sec. of Mass. Board of Education:* It should be in the hands of every teacher in the State.

Francis W. Parker, *Prin. Cook Co. Normal School:* Teachers need to go back to the man who gave such an immense impulse to reform in education.

R. H. Quick, *in "Educational Reformers":* Perhaps the most influential book ever written on the subject of education.

London Journal of Education: The amazing originality and boldness of the book, its endless suggestiveness, are too often ignored by English critics, who forget that nearly all our brand-new theories are to be found in "Emile."

School Bulletin, *N.Y.:* The "Emile" is far the most influential of all the historically great books in pedagogy.

Philadelphia Press: There is no need to praise it. The present translation ought to be in the hands of every teacher and parent.

Boston Advertiser: Such a book as this ought to be read by every one who claims to be interested in any way in the cause of education.

Normal Echo, *Lexington, N.C.:* This little book contains many gems that have shone through the rubbish of more than a century. Though so old, they are elemental truths, and carry with them the freshness of youth. The book should be read by all teachers.

cators of the young who could not profit by its wise suggestions.

Pilot, *Boston:* The present version is in good English, and will no doubt find many readers who would have been repelled by the proportions of the original, and by the antiquated translations.

The School Herald: "Emile" is one of the educational classics of the world. The three-volume novel, however, which, at its first publication a century ago, produced such a sensation among bishops and dons, would be too wearisome a work for modern readers. This version is in a style altogether commendable for clearness and simplicity, and should be widely read by teachers who would know the thoughts of one of the most brilliant of philosophers on education.
(*Dec.* 15, 1886.)

Journal of Speculative Philosophy: No single book ever made so much noise in the world. It was the gospel of the latter half of the eighteenth century. Condemned by church and state, its principles were accepted and practised in private, especially in Germany and Switzerland. Three celebrated educators were inspired by it—Basedow, Pestalozzi, and Frœbel. This will be enough to recommend it to the attention of all those who are at present discussing the kindergarten, and the enlargement of the scope of education, from the nursery to the university.
(*October*, 1885.)

Schoolmaster, *London:* We commend the "Emile" to every one interested in the education of the young.

The Teacher, *Philadelphia:* From the day of the appearance of "Emile" to the present, Rousseau's best theories have been promulgated by a continuous line of disciples; and they are reflected in all the recent improvements made in courses of instruction for young children. A perusal of this work will show some of our "advanced thinkers" how old all that is best in the "New Education" is.

The Pennsylvania Journal of Education: The "Emile" effected a genuine and needed reformation in the home and school education of children, and indeed of their treatment in general. The abridgment before us is far more useful than the original would be. It gives all that is essential, and even more, of the French philosopher's educational theories; all the gems of his work, and they are many and of the finest lustre, with none, or at least very little of the dross.

Pestalozzi's Leonard and Gertrude.

Translated and abridged by EVA CHANNING. With an Introduction by G. STANLEY HALL, Professor of Pedagogy in Johns Hopkins University. 5¼ by 7½ inches. Cloth. 193 pp. Price by mail, 85 cts.; Introduction price, 80 cts.

THIS is a carefully abridged translation, in which the gist of five large volumes is compressed into a book of less than two hundred pages, which, while retaining much of the quaint simplicity of the original, avoids its repellant prolixity and converts the reader's task into a pleasure.

It is a book which all teachers should read with care, for it comprises within modest limits the whole substance of the Pestalozzian theory of education.

In this charming, instructive, and suggestive union of a capital story and a pedagogical treatise, Pestalozzi sets forth his radical, far-reaching views of the true scope and end of education as well as of the true method of attaining that end.

Under its wit and wisdom, its humor and pathos, he inculcates the strongest moral lessons or the most helpful doctrines of political, social, and personal education.

Every mother should read the book, for, as Oscar Browning says in his "Educational Theories," "a mother who follows the principles inculcated in this book can educate her children as if she were the possessor of all the sciences."

This volume and the "Émile" gave rise to a revolution in educational matters, and they will be found to contain the best, because the original and simplest, statement of the great principles that must guide every successful teacher.

It is this book on which Pestalozzi's fame as an author mainly rests, and this book was dictated by an earnest desire to lift up the lower classes of Switzerland—to found a Republic of thought, of capabilities, of work.

R. H. Quick, *in "Educational Reformers":* No wonder that the Berne Agricultural Society sent the author a gold medal, with a letter of thanks; and that the book excited vast interest, both in its native country and throughout Germany. It is only strange that "Leonard and Gertrude" has not become a favorite, by means of translations, in other countries.

The Nation: Its effect, not only in Germany, but throughout Europe, was great and immediate. Every teacher will be stimulated and instructed by reading this quaint and thrilling educational romance, quite apart from its great historical importance.

The New York Independent: As a story it is effective and interesting. As a theory of education it is ideal, with a strong touch of Rousseau Utopianism in it—a Utopianism, however, which consists very largely in the attempt to construct human society on the basis of the Sermon on the Mount.

Harvard Advocate: Pestalozzi's style is vividly realistic; the characters of the book are strongly drawn. The work of abridgment was a difficult one; Miss Channing has, however, been successful, and the story loses nothing in force and interest under her hands.

Ann Arbor University: It not only has the merit of being educational, but charmingly portrays German peasant life in the eighteenth century. It can be heartily recommended to all, its very blemishes being wholesome.

Levana; or, the Doctrine of Education.

A Translation from JEAN PAUL FREDERICH RICHTER. 5 by 7¼ inches. Cloth. xliv + 413 pages. Price by mail, $1.35; Introduction price, $1.25.

WE add this volume to our series of "Educational Classics" in the belief that it will tend to ameliorate that department of education which is most neglected and yet needs most care, — home training.

Among other topics, it treats of: —

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Games of Children.
Music.
Commands, Prohibitions, Punishments.
Physical Education.
Female Education.
The Moral Education of Boys.
Development of the Desire for Intellectual Progress.
Speech and Writing.
Attention and the Power of Adaptive Combination.
Development of Wit.
Development of Reflection.
Abstraction and Self-Knowledge, together with an extra paragraph on the Powers of Action and Business.
On the Education of the Recollection — not of the Memory.
Development of the Sense of Beauty.
Classical Education.

A Descriptive Bibliography of Education.

Arranged by topics. By G. STANLEY HALL, Professor of Psychology and Pedagogy, Johns Hopkins University, and JOHN M. MANSFIELD. 5¼ by 7½ inches. Cloth. 00 + 000 pages. Price by mail, $1.10. Introduction price, $1.00.

IN his preface to this book, Dr. Hall says: —

"In the field of more strictly pedagogic literature, which is relatively limited, the material is yet far too great to be mastered in a lifetime of the most diligent reading, and the reading time of most teachers is quite limited. Hence they cannot be too select in their choice of books. . . . The habit of reading what is beneath one's level, whether fostered by a sense of duty, or, worst of all, by a false sense of the authority of things printed, is belittling, and the exact inverse of educational.

"Teachers who will be as select in their reading as we should all be in the society we keep, and who will vigorously reject the second

best, — to say nothing of the tenth or twentieth best, and making all reasonable reservations, — may, I believe, in the time at their disposal, and now squandered on print unworthy of them, reasonably hope to master most of the best, if they confine themselves to one language and one department.

"To do this, however, not only is some hardihood of self-denial, but also some knowledge of the good and evil in pedagogic print, needed, and just this is what American teachers are at present seeking with more interest and in more ways, as I believe, than ever before. In seeking the best there is much to mislead and little to guide teachers. In the great work of designating and grouping the best, the present volume is only a hint, a first suggestion. It is, in the phrase of an educational leader to whom its writer has been chiefly indebted for suggestions during its preparation, only a foot-path roughly blazed, and by no means a finished highway, though the latter may eventually follow about this course. . . .

"In the general reading of every teacher, of whatever grade, should be included some work on the history of education, and some psychological and some hygienic literature. Every teacher should also select some department or topic, connected in many cases probably with the teaching they prefer, about which the reading should centre. In this field they would in time come to know the best that had been done or said, and themselves become more or less an authoritative centre of information for others about them, and perhaps make contributions that would render many their debtors, not only by positive additions to their knowledge, but in guiding their reading, which is one of the greatest aids one person can render another. As teachers thus gradually become specialists in some such limited sense, their influence will do more than has yet been accomplished to realize the ideal of making their work professional in a way in some degree worthy that high term, and they will be able gradually to effect a greatly needed reform in the present character of text-books, and all who would lead in public school education will slowly come to see the need of thorough and extended professional study."

N. E. Jour. of Education: Prof. G. Stanley Hall's Bibliography of Educational Literature promises to be the most valuable teacher's aid in home study ever issued.

We know of no man who is better equipped for such service; and he has taken the time and been given all the assistance necessary for the perfection of the enterprise.

Monographs on Education.

MANY contributions to the theory or the practice of teaching are yearly lost to the profession, because they are embodied in articles which are too long, or too profound, or too limited as to number of interested readers, for popular magazine articles, and yet not sufficient in volume for books. We propose to publish from time to time, under the title of *Monographs on Education*, just such essays, prepared by specialists, choice in matter, practical in treatment, and of unquestionable value to teachers. Our plan is to furnish the monographs in paper covers, and at low prices. We shall continue the series as long as teachers buy freely enough to allow the publishers to recover merely the money invested.

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